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AUTHOR Pough, Carmen R.
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ABSTRACT

This guide was developed to assist administrators and teachers in planning and conducting an exploratory program in home economics at the middle-school level. Curriculum content and learning experiences were selected to meet the needs and characteristics of middle-school students. The guide provides a course description, list of course competencies, and a course outline. The competencies are developed through the presentation of six units: personal development; nutrition and food use; family life; consumer education; clothing and textiles; and career education. Each unit consists of a series of competencies; a conceptual structure outline; a chart showing performance objectives keyed to a performance guide; a list of learning experiences; and a list of instructional resources for each competency. Supplements for each unit vary according to unit topic, but may include bulletin board ideas; information sheets; student worksheets and activities; quizzes with answers; and transparency masters. A five-page bibliography lists textbooks, other print resources, transparencies, and films. (KC)

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SOUTH CAROLINA
GUIDE
FOR
MIDDLE SCHOOL HOME ECONOMICS

Prepared by

Carmen R. Pough
State Supervisor
Home Economics Education

Robert T. Benson
Project Coordinator

SOUTH CAROLINA DEPARTMENT OF EDUCATION

Dr. Charlie G. Williams
State Superintendent of Education

Sidney B. Cooper
Deputy Superintendent
Division of Instruction

Dr. Moody Oswald
Director
Office of Vocational Education

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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The State's teachers who provided the content and technical assistance for this guide are:

Lalone Augustine
Irmo Middle School
Irmo, SC

Noreen Wall-Robinson
Bates Middle School
Sumter, SC

Barbara League
Mabry Middle School
Inman, SC

Susan Clark
Hanahan Middle School
Hanahan, SC

The South Carolina Department of Education Staff providing assistance and guidance are:

Ms. Louise C. Rhyne
State Consultant
Home Economics Education

Ms. Rebecca Pinkney
State Consultant
Home Economics Education

Ms. Barbara Richardson
Typesetter

Ms. Shirley Cullen
State Consultant
Sex Equity

TABLE OF CONTENTS

ACKNOWLEDGMENTS ii

INTRODUCTION 1

USE OF THIS GUIDE 2

COURSE SYLLABUS 3

UNIT OUTLINE

- PERSONAL DEVELOPMENT 9
- NUTRITION AND FOOD USE 117
- FAMILY LIFE 233
- CONSUMER EDUCATION 323
- CLOTHING AND TEXTILES 397
- CAREER EDUCATION 477

BIBLIOGRAPHY 519

Introduction

This Guide has been prepared to assist administrators and teachers in planning for and conducting an exploratory program in home economics education at the Middle School Level. Curriculum content and learning experiences have been specifically selected to meet the needs and characteristics of the student, as indicated in current research reports. Every effort has been made to be responsive to the philosophy and objectives of the Middle School as defined in the South Carolina Middle School Guide.

Schedules for exploratory programs vary throughout the Middle Schools in South Carolina. Student needs fluctuate greatly from one school district to another within the state. Therefore, administrators and teachers are encouraged to review this curriculum guide in its entirety in order to select objectives and content for the home economics program that are appropriate to the needs of the student being served, learning facilities which are available, and the time that is apportioned for home economics instruction.

Content of the course syllabus reflects aspects of the Comprehensive Health Education legislation for Middle Schools. Although many schedules and structures vary across the state, it is recommended that instruction in Personal Development be given first priority.

Teachers are reminded that the syllabus and Curriculum Guide are recommended materials and may be supplemented in any manner that enhances the teaching-learning process.

Use of the Guide

The accountability movement of the 1970's made it very clear that initiatives needed to be made to place emphasis on performance-based curriculum and instruction in vocational education. A performance (competency)-based educational design is written in terms of the student. Learning experiences are planned to assist the student achieve, step-by-step, skills which will enable him/her to perform a task. The desired outcomes are stated as performance objectives and competencies. The performance objective describes what the student must do to demonstrate that he/she has mastered the skill.

A Guide for Planning Performanced-Based Home Economics Education Programs in the Middle School has been developed to assist the home economics teacher in designing a performanced-based instructional program.

The following terms should be understood as such a program is developed:

COMPETENCY. A skill, either cognitive, affective or psychomotor, which is required in life or in a vocation and which the student is expected to learn and demonstrate at the completion of the educational program.

PERFORMANCE-OBJECTIVE. A statement in precise, measurable terms of a particular behavior (task) to be exhibited by a learner under specified conditions.

PERFORMANCE-GUIDE (PG). A series of steps arranged in a sequence ordinarily followed which, when completed, may result in the performance of a task.

Middle School home economics instruction is an exploratory program. It should provide meaningful learning experiences which capitalize on the students' natural energy and curiosity and their search for self-esteem and recognition. Program content should endeavor to help students understand themselves, their fellowmen, and their environment, enabling them to cope with the dramatic physical, emotional and intellectual changes they are undergoing. Efforts should be made to stretch minds and promote sound physical and emotional health. Emphasis should be placed on helping the students become functioning, mature human beings capable of contributing to today's complex, interdependent society.

Each teacher is encouraged to use this guide as a foundation for developing performance-based instruction in his/her school, selecting content and objectives to meet the needs of the student.

The competencies identified in each unit are designed for students on the Middle School level to show mastery. Due to varying schedules for middle school programs, mastery of each competency may not be possible. Instructors are encouraged to select appropriate competencies based on the level of the learner and particular community and/or individual needs.

6

HOME ECONOMICS EDUCATION
SYLLABUS

COURSE TITLE: Middle School Home Economics/Home Arts

CREDIT: The structure of the middle school program within the school's structure will determine if units are to be given upon successful completion of the course.

PREREQUISITE: None

COURSE DESCRIPTION:

The middle school Consumer and Homemaking Education program is designed for both boys and girls. The work done in these grades forms the foundation for future attitudes and the development of life skills. The units included are Personal Development, Nutrition and Food Use, Family Life, Consumer Education, Clothing and Textiles and Career Education.

The program content should help students understand themselves, their families, their environment and their fellowmen. The students should endeavor to have a better understanding of emotional, physical, social and the intellectual changes that they are going through. Emphasis will be placed on preventive health measures in accordance with ACT #437, The Comprehensive Health Education Act.

COURSE COMPETENCIES:

Unit A. PERSONAL DEVELOPMENT

1. COMPETENCY: Recognize the qualities necessary to develop a positive self-concept.
2. COMPETENCY: Describe the effects of personal grooming on one's self concept and its relationship to physical changes that occur during puberty.
3. COMPETENCY: Explain dental hygiene and its importance to health,digestion and appearance.
4. COMPETENCY: Demonstrate skill and personal confidence in interpersonal communication.
5. COMPETENCY: Examine the influence of environmental factors on personal development.
6. COMPETENCY: Identify and communicate an accurate understanding of the human reproductive system in relationship to the total anatomy.
7. COMPETENCY: Recognize the relationship between physical and emotional changes that occur during puberty, their effect on growth and development and the developing capacity for reproduction.
8. COMPETENCY: Recognize the nature of dating during adolescence.

9. COMPETENCY: Identify reasons for avoiding sexual activity and the benefits of postponing premarital sex.

10. COMPETENCY: Be aware of the consequences of preteen and teenage sexual intercourse.

11. COMPETENCY: Describe the etiology, effects, treatment, prevention, and transmission of the AIDS virus and other sexually transmitted diseases.

12. COMPETENCY: Explain the effects of substance abuse on the individual, family, school, and society.

13. COMPETENCY: Describe strategies for saying no to any social behavior, activity, or uncomfortable situation that the individual perceives as wrong.

14. COMPETENCY: List the adverse consequences of a pregnancy in early adolescence, as well as positive benefits of postponing pregnancy until marriage.

15. COMPETENCY: Apply decision making skills in solving specific problems and determining the possible outcomes of these decisions.

16. COMPETENCY: Identify the stresses related to changing relationships in the home, school and community and develop the coping skills needed to deal with stress.

17. COMPETENCY: Become aware of community health-care and safety agencies and their functions.

Unit B. NUTRITION AND FOOD USE

1 COMPETENCY: Make personal dietary decisions based on accurate information and comprehension of nutritional needs.

2. COMPETENCY: Arrange kitchen work centers using principles of storage and work simplification.

3. COMPETENCY: Apply principles of personal cleanliness and sanitation in food storage, preparation, and service.

4. COMPETENCY: Prepare and serve food using appropriate work techniques, equipment, materials, utensils, and measurement.

5. COMPETENCY: Be aware of employment opportunities in food-related careers.

Unit C. FAMILY LIFE

1. COMPETENCY: Identify and describe duties, roles and responsibilities of the family and family members.

2. COMPETENCY: Realize that physical affection is not all sexual, but that it also can be an expression of friendship, celebration, or a loving family.
3. COMPETENCY: Describe the influence of family members and experiences on personal development.
4. COMPETENCY: Analyze the responsibilities of parenthood.
5. COMPETENCY: Describe the signs and symptoms of pregnancy and develop an understanding of and responsibility for family planning.
6. COMPETENCY: Know and describe principles of good home management.
7. COMPETENCY: Recognize contributions of various racial and ethnic groups to family life and society.
8. COMPETENCY: List employment opportunities in careers which relate to home and family services.

Unit D. CONSUMER EDUCATION

1. COMPETENCY: Evaluate how consumers' values, needs, attitudes and goals influence individual and family decision-making.
2. COMPETENCY: Use good management and decision-making skills as they take advantage of personal, family, and community resources.
3. COMPETENCY: Enumerate consumer rights and responsibilities.
4. COMPETENCY: List employment opportunities in the field of consumer services.

Unit E. CLOTHING AND TEXTILES

1. COMPETENCY: Select clothing and textiles which meet individual and family needs.
2. COMPETENCY: Interpret consumer rights and responsibilities for purchasing and using textile goods and services.
3. COMPETENCY: Select techniques in caring for clothing and textiles.
4. COMPETENCY: Demonstrate skill in the application of clothing construction techniques.
5. COMPETENCY: List employment opportunities in the clothing-related industries.

Unit F. CAREER EDUCATION

1. COMPETENCY: Analyze personal traits and develop an understanding of the traits that are necessary in making career decisions.

2. COMPETENCY: Research occupational clusters to assist in making wise career choices.

3. COMPETENCY: Complete initial steps of the job search process.

4. COMPETENCY: Prepare for an interview.

5. COMPETENCY: Recognize that efficient money management is based on operating within a budget.

COURSE OUTLINE:

		18 wks.	36 wks.
Unit I.	PERSONAL DEVELOPMENT	4	8
	A. Discovering self		
	B. Establishing grooming techniques		
	C. Examining dental health		
	D. Communicating clearly		
	E. Examining environmental influences		
	F. Identifying the human reproductive system		
	G. Recognizing puberty changes		
	H. Understanding adolescent dating		
	I. Identifying reasons for abstinence		
	J. Recognizing the consequences of early sexual activity		
	K. Realizing the ramifications of AIDS and other sexually transmitted diseases		
	L. Discovering the effects of substance abuse		
	M. Learning how to say no		
	N. Describing the effect of adolescent pregnancy		
	O. Making decisions		
	P. Identifying stress		
	Q. Becoming aware of health care		
Unit II.	NUTRITION AND FOOD USE	4	8
	A. Analyzing diets		
	B. Comprehending nutritional needs		
	C. Managing a kitchen		
	D. Knowing kitchen tools		
	E. Planning meals		
	F. Using recipes		
	G. Choosing and using tableware		
	H. Exploring food careers		
Unit III.	FAMILY LIFE	3	7
	A. Identifying family roles		
	B. Expressing family love		
	C. Describing family influences		
	D. Analyzing parenthood		
	E. Understanding family planning		
	F. Accepting responsibilities		
	G. Coping with family problems		
	H. Managing a home		
	I. Recognizing minority contributions to family life		
	J. Exploring careers in home and family services		
Unit IV.	CONSUMER EDUCATION	2	3
	A. Evaluating consumer influence		
	B. Making satisfying consumer decisions		
	C. Assuming responsibilities as a consumer		
	D. Understanding consumer protection		

	E. Shopping resources		
	F. Managing budgets		
	G. Planning purchases		
	H. Exploring consumer career opportunities		
Unit V.	CLOTHING AND TEXTILES	3	7
	A. Dressing for success		
	B. Buying your clothes		
	C. Identifying consumer laws		
	D. Caring for clothing		
	E. Analyzing safety procedures		
	F. Selecting sewing equipment		
	G. Choosing a project		
	H. Selecting fabric		
	I. Using the sewing machine		
	J. Demonstrating clothing construction		
	K. Exploring clothing related careers		
Unit VI.	CAREER EDUCATION	2	3
	A. Analyzing personal traits		
	B. Developing employability skills		
	C. Making wise career choices		
	D. Identifying the steps of job searching		
	E. Preparing for interviews		
	F. Managing money		
	G. Exploring financial services		

PERSONAL DEVELOPMENT

1. COMPETENCY: Recognize the qualities necessary to develop a positive self-concept.

2. COMPETENCY: Describe the effects of personal grooming on one's self concept and its relationship to physical changes that occur during puberty.

3. COMPETENCY: Explain dental hygiene and its importance to health,digestion and appearance.

4. COMPETENCY: Demonstrate skill and personal confidence in interpersonal communication.

5. COMPETENCY: Examine the influence of environmental factors on personal development.

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10. COMPETENCY: Be aware of the consequences of preteen and teenage sexual intercourse.

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15. COMPETENCY: Apply decision making skills in solving specific problems and determining the possible outcomes of these decisions.

16. COMPETENCY: Identify the stresses related to changing relationships in the home, school and community and develop the coping skills needed to deal with stress.

17. COMPETENCY: Become aware of community health-care and safety agencies and their functions.

CONCEPTUAL STRUCTURE

UNIT: Personal Development

COMPETENCY: PD-I. The student will be able to recognize the qualities necessary to develop a positive self-concept.

A. Discovering self
  1. Self knowledge
    a. means of acquiring
    b. need for

  2. Physical characteristics
    a. hereditary factors
    b. effects of environment
      (1) behavior
      (2) mannerisms
      (3) attitudes
    c. adolescence changes

  3. Self-concept
    a. definition
    b. types
      (1) positive
      (2) negative

  4. Values

  5. Goals
    a. purpose
    b. types
      (1) short-term
      (2) long-term
    c. basis
      (1) needs/wants
      (2) resources

  6. Problem solving/decision making
    a. styles
    b. steps to problem solving/decision making (practice using topic substance use/abuse)

COMPETENCY: PD-ii. The student will demonstrate skill and personal confidence in interpersonal communication.

B. Establishing an Image
  1. Communication
    a. definition
    b. forms
      (1) verbal
      (2) non-verbal
    c. tools
      (1) physical appearance
        (a) grooming
        (b) health factors
      (2) manners

COMPETENCY: PD-III. The student will examine the influence of several environmental factors on personality development.

C. Family
  1. Definition
  2. Types
  3. Factors
    a. heredity
    b. environment

D. Values (see PD-I, part 4)

E. Friendship
  1. Definition
  2. Purpose
  3. Characteristics of a friend
  4. How to make/keep a friend
  5. Types
    a. acquaintance
    b. platonic
    c. opposite sex relations
      (1) choosing a friend
      (2) dating
      (3) love/infatuation

COMPETENCY: PD-IV. The student will communicate an accurate understanding of the human reproductive process.

F. Human reproduction
  1. Introduction
    a. definition
    b. purpose for studying
    c. puberty
  2. Male system
    a. changes during puberty
    b. organs
    c. functions
    d. sexually transmitted diseases
  3. Female system
    a. changes during puberty
    b. organs
    c. functions
    d. menstruation
    e. sexually transmitted diseases
  4. Teenage pregnancy
  5. Birth control
    a. abstinence
    b. types
    c. risks

UNIT: **Personal Development**

COMPETENCY: **PD-I The student will be able to recognize the qualities necessary to develop a positive self-concept.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. The student will be able to list at least 5 criterion to having a positive self-concept and at least 3 reasons for having a positive self-concept.	1.1 Make personal descriptive statements.	Keep a notebook	
		1.1a Do Bulletin Board on "Home Economics Presents You."	Supplement 1
		1.1b Have a Serendipity Session. or Play: "Who Are You."	Supplement 2
		Complete Worksheet "Me."	Supplement 3
		1.1c Brainstorm: "Why should I be able to describe myself"? or "When will it be important to give a good description of myself"?	Supplement 4
		1.1d Complete: "Me Profile" and place in notebook.	Supplement 5
	1.2 Develop self-perception.	1.2a Write an essay on one of the following topics: 1. To Know Me is To Love Me 2. Seek Inner Beauty 3. I'm Loveable and Capable 4. I'm Special	
	1.3 Distinguish between inherited and acquired characteristics.	1.3a Complete and Discuss Directed Reading Assignments.	Chamberlain, V. et al., Teen Guide to Homemaking, pp. 18-20. Dunn & Peeler, Living, Learning, Caring, p. 8.
		1.3b Define Heredity.	Dictionary

UNIT: **Personal Development**

COMPETENCY: **PD-I The student will be able to recognize the qualities necessary to develop a positive self-concept.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.3c Participate in class discussion on the following topics: 1. Where do our physical characteristics come from? 2. Can we change/alter these characteristics. 3. Can these characteristics influence our feelings towards ourself?	
		1.3d Worksheet "Family Heritage."	Supplement 6
	1.4 List the changes which occur during adolescence.	1.4a Complete and Discuss Directed Reading Assignments.	Chamberlain, V. et al, Teen Guide to Homemaking, pp. 24-31.
		1.4b Define adolescence.	Dunn & Peeler, Living, Learning, and Caring, pp. 1-5.
		1.4c Read and analyze the "Dilemma of the Adolescent."	Supplement 7
		1.4d Discuss how it feels to be an adolescent.	
		1.4e Divide the class into 3 groups. Each group will be assigned a topic and allowed to discuss it, then report to the rest of the class. 1. What are some physical changes that take place during adolescence?	

UNIT: **Personal Development**

COMPETENCY: **PD-I The student will be able to recognize the qualities necessary to develop a positive self-concept.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		2. What are some emotional and social changes that take place during adolescence? 3. What are some ways in which a teenager can adjust to the different changes that take place during adolescence?	
	1.5 Define Self-concept.	1.5a Write the definition of self-concept.	Dunn & Peeler, Living, Learning, and Caring, p. 8.
		1.5b Complete and Discuss Directed Reading Assignment.	Chamberlain, V. et al., Teen Guide to Homemaking, pp. 32-39.
		1.5c Participate in class discussion on the following: 1. How are self-concepts formed? 2. Why is it important to have a positive self-concept? 3. What steps can a person take to improve self-concept? 4. What are some characteristics of a person with a positive self-concept? 5. What are some characteristics of a person with a negative self-concept? 6. How do others have an influence on a person's self-concept?	

UNIT: Personal Development

COMPETENCY: PD-I The student will be able to recognize the qualities necessary to develop a positive self-concept.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.5d The students are to complete "My Strengths and Weaknesses" and develop a plan of action to lessen weakness.	Supplement 8
		1.5e Students and teacher will be provided feedback that will clarify and reinforce what the students have learned. 1. Complete and discuss "I learned" statements. 2. Participate in class discussion "Behaviors Communicate."	Supplement 9
		1.5f Create a collage of pictures and words (cut from magazines) that describe how you feel about yourself, what you enjoy doing, foods you like, etc.	
		1.5g View and discuss films.	VHS Tape (1/2 in.) S.C. Department of Education A.V. Library "Seeing Yourself" "You Have So Much Potential"
		1.5h Review unit.	Clayton, N., Young Living Student Guide, pp. 5-6.
	1.6 Define "values" and explain how they are obtained.	1.6a Complete and Discuss Directed Reading Assignment.	Dunn & Peeler, Living, Learning, and Caring, pp. 184-187.
		1.6b Write a definition for value.	

UNIT: **Personal Development**

COMPETENCY: **PD-I The student will be able to recognize the qualities necessary to develop a positive self-concept.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.6c Make a list of your values and then put them in order of importance. Put the list aside for a few days. Then read the list. 1. What would you add? 2. Would you change the order? 3. Explain. What does this tell you about values?	
		1.6d Complete "My Favorite Things."	Supplement: 10
		1.6e Participate in a class discussion to identify: ● sources of values ● role of values in personality development ● times when values are exercised.	
2. Using prioritized goal statements, the student will contribute to a class discussion: "Strategies for Self-Improvement."	2.1 Define the term "goal" and state the function of a goal.	2.1a Complete and Discuss Directed Reading Assignment.	Dunn & Peeler, Living, Learning, Caring, pp. 184-185.
	2.2 Differentiate between short term and long term goals.	2.2a Complete and Discuss Directed Reading Assignment. 2.2b Participate in class discussion on the following: ● What is the purpose of setting goals?	Chamberlain, V. et al., Teen Guide to Homemaking, pp. 200-203.

UNIT: **Personal Development**

COMPETENCY: **PD-I The student will be able to recognize the qualities necessary to develop a positive self-concept.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		2.2b • What is the difference between long term and short term goals? • Why is it important to set reachable goals?	
		2.2c Construct bulletin board "Goals for My Life."	Bulletin Board
	2.3 Differentiate between needs and wants.	2.3a Complete and Discuss Directed Reading Assignment.	Dunn & Peeler, Living, Learning and Caring, pp. 180-182.
		2.3b Review previous self evaluation activities and prepare a wish list.	
		2.3c Classify wishes as "need" or "wants."	
		2.3d Select the most important wishes from each list and write a goal statement for each.	
		2.3e Rank order these goals in terms of degree of importance and desired time of accomplishment.	
		2.3f Regroup these statements as long-term goals and short-term goals.	

UNIT: Personal Development

COMPETENCY: PD-I The student will be able to recognize the qualities necessary to develop a positive self-concept.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	2.4 Define "resources" and explain the relationship between available resources and the accomplishment of goals.	2.4a Complete and Discuss Directed Reading Assignment.	Chamberlain, V. et al., Teen Guide to Homemaking, pp. 210-213. Dunn & Peeler, Living, Learning and Caring, pp. 188-191.
		2.4b Make a list of resources (human and non-human) which are presently at your disposal.	
		2.4c Review previously ranked goals in light of available resources.	
		2.4d Prioritize goals.	
3. Given a problem, the student will be able to solve it by using the basic steps to solving a problem/making decisions.	3.1 List ways of making decisions.	3.1a Complete and Discuss Directed Reading Assignment.	Chamberlain, V. et al., Teen Guide to Homemaking, pp. 204-209.
		3.1b Participate in class discussion on the following: • Different styles in which people make decisions. • Steps to making an intelligent decision. • What might happen when you refuse to face a problem.	

COMPETENCY: PD-I The student will be able to recognize the qualities necessary to develop a positive self-concept.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		3.1c Divide the class into groups. Give each group a problem to solve/decision to make. Using the steps to decision making, come up with a solution. 3.1d Have students to write "Dear Abby" letters concerning their problems. Invite a counselor, psychologist or someone in a related field to come answer some of the students problems.	Supplement 11

UNIT: **Personal Development**

COMPETENCY: **PD-II** **The student will demonstrate skill and personal confidence in interpersonal communication.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Given related classroom experiences the student will identify various methods of communication.	1.1 Define communication and give reasons for interpersonal communications.	1.1a Complete and Discuss Directed Reading Assignment.	Chamberlain, V. et al, Teen Guide, pp. 111.
		1.1b Complete: "Communication Counts."	Student Guide, Young Living, pp. 13-14.
		1.1c Brainstorm: "Why do People Communicate?"	
		1.1d View film and discuss.	S.C. Department of Education A.V. Library Film: "To Communicate is the Beginning."
	1.2 List 2 main forms of communication and demonstrate your understanding of these communication techniques.	1.2a Participate in verbal communication activities.	Supplement 12
		1.2b Participate in non-verbal communication activities.	Supplement 13
	1.3 Identify and discuss barriers that can cause problems during the communication process.	1.3a Complete and Discuss Directed Reading Assignment.	Chamberlain, V. et al, Teen Guide, pp. 61-62.
		1.3b Discuss different barriers and how they can be problems.	
	1.4 Describe personal characteristics/ qualities which enrich communication skills.	1.4a Listen to a presentation on posture by a guest instructor from a modeling agency.	

UNIT: **Personal Development**

COMPETENCY: **PD-II** **The student will demonstrate skill and personal confidence in interpersonal communication.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.4b Complete "My Voice and My Personality."	Supplement 14
		1.4c Complete and Discuss Directed Reading Assignment.	Dunn & Peeler, Living Learning, Caring, pp. 43-46.
		1.4d Discuss the use of facial expression and body language.	Supplement 15
2. Following appropriate instruction and learning activities, the student will practice correct personal hygiene skills and relate good hygiene to positive self concepts.	2.1 Define image and grooming and explain how practicing good grooming skills will improve a person's image.	2.1a Use Looking Good, Feeling Good pretest.	Student Guide, Young Living, p. 79.
		2.1b Complete and Discuss Directed Reading Assignment.	Chamberlain, V. et al., Teen Guide, pp. 40-43.
		2.1c Have students begin bringing in different grooming products or product containers.	
		2.1d Discuss what a person can do to improve his/her image.	
	2.2 Explain the importance of taking care of your skin and steps to proper skin care.	2.2a Complete and Discuss Directed Reading Assignment.	Dunn & Peeler, Living, Learning, and Caring, pp. 349-351.
		2.2b Discuss 3 ways in which a person can cleanse the body and tell why it is important to be well cleansed.	
		2.2c Participate in class discussion on the following topics:	

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		• What basic steps should you take for caring for the skin in general?	Supplement 16
		• What skin problems can a person encounter if he/she doesn't properly care for the skin?	Supplement 17
		• What is a dermatologist and how can he/she be of help?	
		2.2d List 3 basic skin types and differentiate between the care of each type.	
		2.2e Explain the difference between a deodorant and anti-perspirant and tell why it is important to use one.	
		2.2f View film/filmstrip on skin care.	S.C. Department of Education A.V. Library "Facing Acne."
		2.2g Brainstorm the reason boy/girls shave.	
		2.2h Invite a dermatologist to discuss general skin care as well as his/her career as a dermatologist.	
	2.3 Discuss at least 3 hair types and describe possible care for each.	2.3a Complete and Discuss Directed Reading Assignment.	Dunn & Peeler, Living, Learning, Caring, pp. 253.
		2.3b Discuss different hair types (dry, oily normal, coarse, fine, curly, etc.) and possible care for each type.	

UNIT: Personal Development

COMPETENCY: PD-II The student will demonstrate skill and personal confidence in interpersonal communication.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		2.3c Discuss hair care.	Cosmetologist from beauty college or related agency
		2.3d Observe a cosmetologist as he/she gives a presentation on hair care and styling.	
		2.3e Collect and discuss different kinds of products for the hair.	
	2.4 Identify proper steps to good dental care.	2.4a Discuss: What do you know about your oral health?	
		2.4b Complete and Discuss Directed Reading Assignment.	Dunn & Peeler, Living, Learning and Caring, p. 355.
		2.4c Participate in discussion on the following: ● How can caring for your teeth today affect them in the future? ● How often should you go to the dentist and why? ● What foods are needed to help keep your teeth healthy.	
		2.4d Invite a dentist to class to talk about caring for the teeth, importance of flossing and brushing, to demonstrate proper brushing and flossing techniques, and to talk about the responsibilities of being a dentist.	

UNIT: **Personal Development**

COMPETENCY: **PD-II** **The student will demonstrate skill and personal confidence in interpersonal communication.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		2.4e Complete activity sheet on dental care.	Supplement 18
		2.4f View filmstrips on dental care.	"Flash That Smile" (16 m) "Flossing with Charlie Brown" (5 m) "Flossing" (3 m) "The Haunted Mouth" (12 m) "A Special Kind of Dentist" (Orthodontist) (16m)
	2.5 Explain and demonstrate proper feet and hand care.	2.5a Complete and Discuss Directed Reading Assignment.	Dunn & Peeler, Living, Learning and Caring, pp. 351-352.
		2.5b Define manicure and pedicure.	
		2.5c View and discuss filmstrip.	Nasco: "Care of Hands and Nails"
		2.5d Discuss the importance of caring for the hands and feet.	
		2.5e Have students to choose a partner and give their partner a manicure. (Teacher should provide basic materials. Students may want to bring own polish, etc.)	Teacher Directed

UNIT: Personal Development

COMPETENCY: PD-II The student will demonstrate skill and personal confidence in interpersonal communication.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	2.6 Practice good posture.	2.6a Complete and Discuss Directed Reading Assignment.	Dunn & Peeler, Living, Learning and Caring, pp. 359-360.
		2.6b Divide the class into 4 groups. Assign one of the following posture techniques to each group. • sit • walk • stand • life Each group is to research their posture then demonstrate to the class the proper way to execute this position. Then the class will in return try to perform the posture demonstrated.	
		2.6c Read and study information related to male posture.	Clemson University Extension Service Brochure A Man's Way, 1972.
		2.6d Complete posture activity sheets.	Supplement 19 Supplement 20
	2.7 Discuss important factors that enhance your image through clothing.	2.7a Complete and Discuss Directed Reading Assignments.	Dunn & Peeler, Living, Learning and Caring, pp. 362-365. Chamberlain, V. et al., Teen Guide, pp. 279-285.

44

43

UNIT: **Personal Development**

COMPETENCY: **PD-II** **The student will demonstrate skill and personal confidence in interpersonal communication.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		2.7b Discuss how lines, texture, and color either add or take away from your appearance.	Supplement 21
		2.7c Have students determine suitable colors for themselves.	Supplement 22
		2.7d Explore the effects physical and personality characteristics have on the choice of wardrobe colors.	
		2.7e Invite a wardrobe and color consultant to talk to students about choosing wardrobe for proper occasions as well as choosing clothing in relation to skin tone, eye and hair color.	
		2.7f Discuss the following statement: It is not how much you pay for clothes or where you buy them, what is important is how you care for them, coordinate them, and how neatly you wear them.	
		2.7g Take time and inventory your wardrobe. Separate clothing into categories using the chart found in textbook. Make a list of clothing items that you really need and a few that you would like to have.	Chamberlain, V. et al., Teen Guide, p. 289.

UNIT: **Personal Development**

COMPETENCY: **PD-II** **The student will demonstrate skill and personal confidence in interpersonal communication.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	2.8 Demonstrate an understanding of the importance of good grooming.	2.8a View films/filmstrips on grooming.	Glencoe Publishing Co., "Looking Good." Modern Talking Picture "Fashion Basic: A Photo Started It All." Glencoe Publishing Co., "Good Grooming."
		2.8b Discuss activity sheet "Is There a Difference?"	Clemson University Cooperating with U.S. Department of Agriculture, Is There A Difference?
		2.8c Complete grooming activities.	Supplement 23 Proctor & Gamble, Personal Care, Student Worksheet #4.
		2.8d Have students to evaluate their personal grooming programs.	
		2.8e Plan or revise a personal grooming program. (Be sure to include things that need to be done daily, weekly and/or monthly. Also list 3 things you would like to improve and plans on how you plan to accomplish them.)	
		2.8f View and discuss display of grooming products.	Teacher Directed

UNIT: **Personal Development**

COMPETENCY: **PD-II** **The student will demonstrate skill and personal confidence in interpersonal communication.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
3. Given an oral/written test, the student will be able to identify 3 good health practices that will enable a person to present a more positive image.	3.1 Recognize how what you eat affects your image.	3.1a Complete and Discuss Directed Reading Assignment.	Dunn & Peeler, Living, Learning, Caring, pp. 358-359.
		3.1b Watch and discuss Mulligan Stew, Lesson #2.	ETV, Mulligan Stew Lesson #2
		3.1c Discuss how eating the proper foods can make a difference in how you look and feel.	
	3.2 Evaluate the importance of exercise in relation to presenting a positive image.	3.2a Complete and Discuss Directed Reading Assignment.	Dunn & Peeler, Living, Learning, Caring, pp. 358-360.
		3.2b Explain why it is important to get plenty of exercise and how exercise affects your physical appearance.	
		3.2c Make a list of activities teenagers can participate in to get lots of exercise.	
		3.2d Complete and discuss: Nutrition and Exercise.	Supplement 24
		3.2e List and demonstrate simple exercises that can be done every day, anytime.	South Carolina Dept. of Ed., "Exercise for Everyone."
		3.2f. View and discuss related film(s).	Modern Talking Pictures, "Balancing Act."

UNIT: **Personal Development**

COMPETENCY: **PD-II** **The student will demonstrate skill and personal confidence in interpersonal communication.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	3.3 Justify how not getting the proper amount of sleep and rest may impact on the image you project.	3.3a Complete and Discuss Directed Reading Assignment. 3.3b Explain how getting the proper amount of rest can contribute to presenting a positive image. 3.3c Brainstorm reasons why adults need less sleep than children.	Dunn & Peeler, Living, Learning and Caring, p. 36.
4. Given classroom instructions and practice opportunities the student will demonstrate appropriate etiquette.	4.1 Define manners and explain the proper behavior in different situations.	4.1a Complete and Discuss Directed Reading Assignments.	Nasco Activity Book for Grooming and Personal Development, pp. 11-14. Chamberlain, V. et al., Teen Guide to Homemaking, pp. 44, 73, 402, 415, 417-418. Dunn & Peeler, Living, Learning, Caring, pp. 121, 250, 278-282.
		4.1b Define manners and mannerisms. 4.1c Have students rate their manners.	

UNIT: **Personal Development**

COMPETENCY: **PD-II** **The student will demonstrate skill and personal confidence in interpersonal communication.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		4.1d Divide the class into groups and have each group to pull from a bag one of the following topics: ● At the table (mealtime) ● Public places (stores, sports events) ● At home (using phone) ● School ● Parties and dances ● Theaters, movies, & museum For each topic, research and discuss what are good manners to be used in/at these places. Then present findings to class in a unique way.	
	4.2 Demonstrate the proper way to do introductions.	4.2a Read to class from etiquette book. 4.2b Demonstrate how to introduce other people, (example - friend to adult) by role playing. 4.2c Complete introduction quiz.	Activities for Teenage Etiquette, NASCO. 1980, pp 8-10.

UNIT: **Personal Development**

COMPETENCY: **PD-III** **The student will examine the influence of several environmental factors on personality development.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Following classroom activities, the student will be able to identify the types of families and give characteristics of each.	1.1 Define family.	1.1a Define family and write definition on board.	
		1.1b Complete and Discuss Directed Reading Assignment.	Dunn & Peeler, Living Learning, and Caring, pp. 95-97. Chamberlain, V. et al., Teen Guide to Homemaking, pp. 90-93.
	1.2 Differentiate the types of families.	1.2a Brainstorm how families are different today in comparison to families several generations in the past.	
		1.2b Make a list of basic things most families have in common and a list of how families differ.	
		1.2c Using the letters in FAMILY, write a poem or description of what family means to the student. example: F is for Fun because ... A is for Appreciation ...	
		1.2d Discuss how heredity and environmental factors can influence one's personal development.	

UNIT: **Personal Development**

COMPETENCY: **PD-III** **The student will examine the influence of several environmental factors on personality development.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
2. After completing the unit on friendship the students will demonstrate their understanding of friendship.	2.1 Define friend and tell the purpose of friends.	2.1a Have each student write an essay on "What is a Friend" and include why we have friends. Afterwards share essays with class (optional) or post them.	
		2.1b Look up the definition of friend and place on board.	Dictionary
	2.2 Describe the characteristics of a friend.	2.2a Complete and Discuss Directed Reading Assignment.	Dunn & Peeler, Living, Learning, and Caring, p. 21-22.
		2.2b Brainstorm and make a list of positive qualities of a friend. Then compile a list of some negative qualities in a friend.	
		2.2c Develop a questionnaire about friendship. What is a friend; why have friends, etc. Have each student to interview 2 adults, 2 friends, and 2 senior citizens. Share findings with class.	
		2.2d Students will evaluate themselves as friends to see if they have good friendship qualities.	Supplement 25

UNIT: **Personal Development**

COMPETENCY: **PD-III** **The student will examine the influence of several environmental factors on personality development.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	2.3 List steps to making and keeping friends.	2.3a Complete and Discuss Directed Reading Assignment.	McGraw-Hill, Teen Guide, Teachers Guide to Friendship Qualities, p. 23. Chamberlain, V. et al., Teen Guide, pp. 64-65.
		2.3b Do activity sheet "How do you Get Along with People?"	Supplement 26
		2.3c Divide class into groups and give each group a topic: ● How can you go about meeting friends? ● What type of activities can friends do together? ● What things can a person do to nourish a friendship. ● List ways you can make a new person at school feel welcome? ● Why is it difficult for a shy person to make friends?	
		2.3d Participate in a "New Friend" activity.	Bingham, Edmondson & Styker, Choices, October 1985, pp. 29-32.
		2.3e Discuss the following question: Can friendships exist between older and younger people?	Supplement 27

UNIT: **Personal Development**

COMPETENCY: **PD-III** **The student will examine the influence of several environmental factors on personality development.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		2.3f Brainstorm reasons how a friendship with an older/younger person can enhance the life of the other.	
		2.3g Complete "Relationship Ravel."	Supplement 28
	2.4 Distinguish between the different types of friendships.	2.4a Complete and Discuss Directed Reading Assignment.	Chamberlain, V. et al., Teen Guide, pp. 66-69.
		2.4b Define the following terms: acquaintances, cliques, platonic friends, boyfriend-girlfriend, and compare/contrast them.	
		2.4c Complete and Discuss Directed Reading Assignment.	Chamberlain, V. et al., Teen Guide, pp. 71-77
		2.4d List the qualities one should look for in choosing a boyfriend/girlfriend.	
		24e Participate in class discussion on the following: • How old should a person be when they start to date? • What are the best kind of places to plan for a first date? • What are some advantages of group dating?	

UNIT: **Personal Development**

COMPETENCY: **PD-III** **The student will communicate an accurate understanding of the human reproductive process.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		2.4e • Do you think a teenager should just date one person all the time? Why/why not? • Why is it important to let your parents meet your date and/or friends. 2.4f What is the difference between love and infatuation? 2.4g Invite the school counselor to come in to talk about relationships between boys and girls and how to develop a good relationship. Counselor can also address student concerns about dating. 2.4h Make a list of Do's and Do Not's of dating.	

UNIT: **Personal Development**

COMPETENCY: **PD-IV** **The student will communicate an accurate understanding of the human reproductive process.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. The student will be able to explain human reproduction, why it is important, and the importance of the brain and pituitary gland in relation to human reproduction.	1.1 Define human reproduction and give reasons for studying it.	1.1a Define human reproduction.	
		1.1b Discuss why it is important to learn about your body and the function of the reproductive system.	
		1.1c Explain how understanding our body functions will help you to understand yourself better.	
	1.2 Define puberty and list at least 3 changes that take place in the male/female bodies.	1.2a Write definition of puberty on the board.	
		1.2b List at least 4 emotional and physical changes that take place during puberty.	
		1.2c Brainstorm reasons why your body goes through these physical and emotional changes.	
	1.3 Explain the importance of the brain and pituitary gland in relation to the reproductive system.	1.3a Brainstorm reasons why the brain is the most important organ of the reproductive system.	
		1.3b Define hormones and explain the function of the pituitary gland in controlling growth and development.	

UNIT: **Personal Development**

COMPETENCY: **PD-IV The student will communicate an accurate understanding of the human reproductive process.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.4 Define the process of fertilization (conception).	1.4a Introduce and show transparencies of male/female reproductive systems and point out major parts.	Transparency Masters 1 and 2
		1.4b Define egg (ovum) and sperm.	
		1.4c Define fertilization and explain the process of fertilization (conception).	
		1.4d View film. *20 min. In film "Puberty," changes are sensitively discussed, clear cut drawings are used to show and explain the following processes: ovulation, menstruation, fertilization, pregnancy and birth.	Health Department, "Human Growth "
		1.4e Define Terms: ovulation, menstruation, pregnancy and place definitions on the board.	S.C. Adolescent Reproductive Risk Reduction Curriculum Guide, S.C. Dept of Health and Environmental Control
		1.4f Discuss the film with emphasis on normal biological and emotional changes that a person may experience during puberty. During discussion, be sure to use appropriate terms and list the definition on the board.	

UNIT: **Personal Development**

COMPETENCY: **PD-IV** **The student will communicate an accurate understanding of the human reproductive process.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
2. The student will show an understanding of both reproductive systems by being able to label and tell the function of the organs of the system and be able to identify the physical and emotional changes that take place during puberty.	2.1 Name and tell function of the organs of the male reproductive system.	2.1a Identify 3 changes that occur to males during puberty.	
		2.1b Label the structure of the male system and give the functions of the organs.	Transparency Master 1
		2.1c View film and discuss. *This film answers some of the most pertinent questions asked by boys ages 11-14 while raising critical issues about adolescence, growing up and peer pressures.	Health Department, "Am I Normal?"
		2.1d Brainstorm reasons why male/females should learn about male reproduction system.	
		2.1f Invite a physician in to talk with boys only about special test for males, hygiene, etc.	
	2.2 Name and tell the function of the organs of the female reproductive system.	2.2a List 3 changes that occur during puberty for females.	
		2.2b Label the parts of the female reproductive system and explain the functions of each.	Transparency Master 2

UNIT: **Personal Development**

COMPETENCY: **PD-IV** **The student will communicate an accurate understanding of the human reproductive process.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		2.2c Brainstorm reasons why it is important that males/females learn about the female reproductive system.	
		2.2d View and discuss film "Dear Diary" 25 min. This film describes a young girl's emerging sexual development, questions, concerns and anxieties surrounding puberty changes. It is told from the point of view of 13 year old Jamie, whose chief interest is running track. Jamie models skills for assertively resisting peer pressures and she exhibits good decision making by talking with her mom and by gathering facts rather than falling for myths and misinformation.	S.C. Health Department, "Dear Diary"
	2.3 Define ovulation and menstruation; and be able to explain the process of menstruation.	2.3a Define ovulation and menstruation.	
		2.3b Explain how the full menstrual cycle works.	Transparency Master 2 Supplement 29 and 30*
		2.3c Brainstorm reasons why girls should keep a record of their menstrual cycle.	Supplement 31* * NOTE: These supplements are designed for use with females only and therefore may need adaption for mixed classes.

COMPETENCY: **PD-IV** **The student will communicate an accurate understanding of the human reproductive process.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		2.3d Invite school nurse or gynecologist to come talk with girls only about themselves, pap smears, etc.	
		2.3e Complete "Understanding your Anatomy" vocabulary quiz and understanding the reproductive system.	Supplement 32 *Personal calendars used to keep a record of a girl's period can be obtained from health department.
3. Given a written list the student will be able to list at least 5 health risks of teen sex.	3.1 List the risk involved in early sex for female teenagers.	3.1a Define risk.	
		3.1b Brainstorm some of the health risks of teenage sex and pregnancy.	Transparency Master 3
		3.1c Discuss the psychological and social consequences of teen sex and pregnancy.	Transparency Master 4
		3.1d View film"Woman-Child."	Health Department, "Woman-Child."
		3.1e Discuss the early signs of pregnancy and the importance of prenatal care and unique health problems of the mother and their babies.	
		3.1f Invite a consultant in from the health department to discuss teenage pregnancy.	

UNIT: **Personal Development**

COMPETENCY: **PD-IV The student will communicate an accurate understanding of the human reproductive process.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	3.2 List the risks involved for males whom are involved in teenage sex.	3.2a Have health professionals come in and discuss reproduction and responsibility of males. 3.3b Introduce and view films "Teenage Father's" (25 min.) *Film covers the range of emotions associated with teenage pregnancy, the parental response, inappropriateness of teen parenting, and peer reaction to male responsibility for pregnancy prevention. The teen couple's relationship deteriorates and dependence on their parents increases. 3.3c Discuss life and family changes for male and females as teenage parents posed by pregnancy.	Health Department, "Teenage Fathers." National Urban League

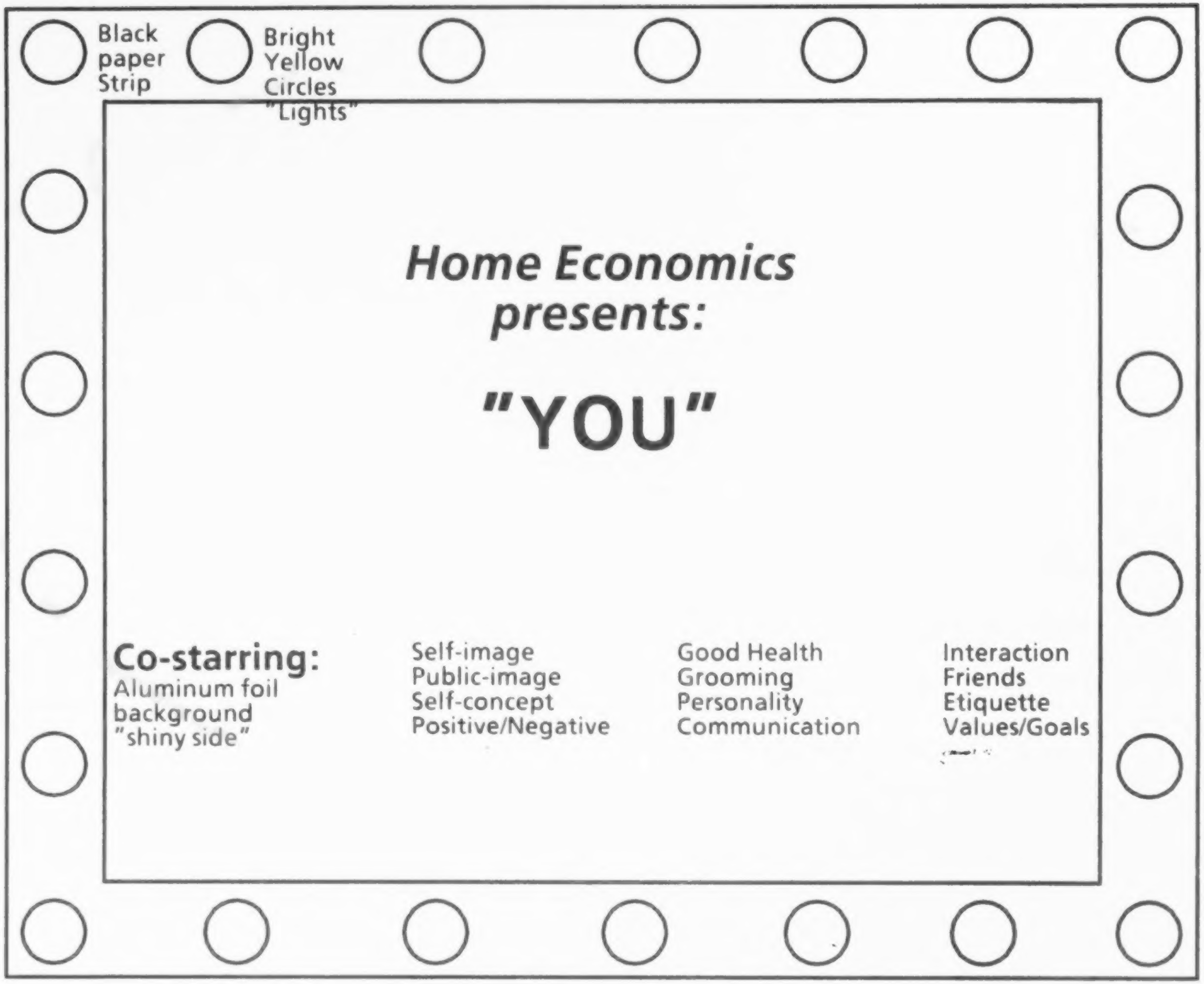
UNIT: **Personal Development**

COMPETENCY: **PD-IV The student will communicate an accurate understanding of the human reproductive process.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
4. Given a written or oral list, the student will be able to list and discuss at least 4 methods of birth control.*	4.1 List at least four types of birth control.	4.1a Define birth control/contraceptives.	
		4.1b List and identify methods of contraceptives.	Transparency Master 5
		4.1c Brainstorm reasons why abstinence is the best method of birth control.	
		4.1d View and discuss "Birth Control Movie" *Provides information on available methods of contraception . It promotes the idea that parents and teens should learn from one another and encourage each other to communicate. It also encourages the decision making process regarding sexual activity and not give in to peer pressure.	Birth Control Movie
		4.1f Brainstorm common barriers to birth control use and list excuses given for not using birth control.	Transparency Master 6
		4.1g Discuss some basic "Rules" useful for using birth control.	Transparency Master 7
*NOTE: Any instruction about birth control/pregnancy prevention, should be done in the context of future family planning!			

PERSONAL DEVELOPMENT SUPPLEMENTS

Bulletin Board



Black paper Strip

Bright Yellow Circles "Lights"

Home Economics presents:

"YOU"

Co-starring:

Aluminum foil background "shiny side"

Self-image
Public-image
Self-concept
Positive/Negative

Good Health
Grooming
Personality
Communication

Interaction
Friends
Etiquette
Values/Goals

UNIT: Personal Development

SERENDIPITY SESSION

Purpose:

Serendipity is the ability or aptitude for making fortunate discoveries accidentally. This strategy gives the student the time and opportunity to participate in a variety of activities which require self-reflection. Through thoughtful participation, a student "accidentally" discovers "themselves." A fortunate discovery indeed!

Procedure:

1. Arrange the classroom so that there is ample, obstacle-free space.
2. Instruct the students that they will:
   a. Mill around the room (eyes closed or blindfolded) for three minutes.
   b. Take a seat with two or more students (don't exceed 6), arranging seats so you are within touching distance. When given a signal, open your eyes (remove blindfolds).
   c. Discuss with the group answers to questions presented by the teacher.

   Sample questions:

   1. If you were to describe yourself as a(n) animal, (fruit, color, or TV star) which would it be and why?
   2. If you were to describe a member of the group as one of the above, which would it be and why?
   3. When you first opened your eyes, what was your immediate thought?
   4. What do you consider to be your best/worst feature?
   5. What part of you would you most like to change?

UNIT: Personal Development

WHO ARE YOU?

Purpose:

This exercise causes an individual to think deeply about themselves. A person's initial answer is usually their name. However, if the question is repeated with changes in the initiation and inflection of the voice and facial expressions or additional phrases are used to indicate a desire for more information, the individual begins to search within themselves to satisfy the questioner.

Procedure:

The teacher asks for three volunteers. They are asked to leave the room. The teacher calls for the first student and simply asks him, "Who are you?" When the student answers, the teacher asks again, "Who are you?" (Or, "and in addition, who are you?" or "Who else are you?") This process continues until the question has been asked ten times. Then, the teacher calls in the second volunteer and repeats the process.

After the third volunteer has finished, the teacher asks each student in the class to write down his own ten answers to the "Who are you?" questions. The teacher might say, "If you had only ten words to convey who you are as a person, what ten words would you use?" When the students have all finished, the teacher calls for five or six volunteers to read their list of responses aloud.

To the Teacher:

As an alternative to the three volunteers, the class may be divided in half. Explain the game to only one group. Have them draw the name of a student in the other group from a fishbowl and publicly interview that student by asking ten times "Who are you?"

Adapted from: Simon, S. B., et al., Values Clarification, New York: Hart Pub., 1972.

Supplement 4

UNIT: Personal Development

Name: ________

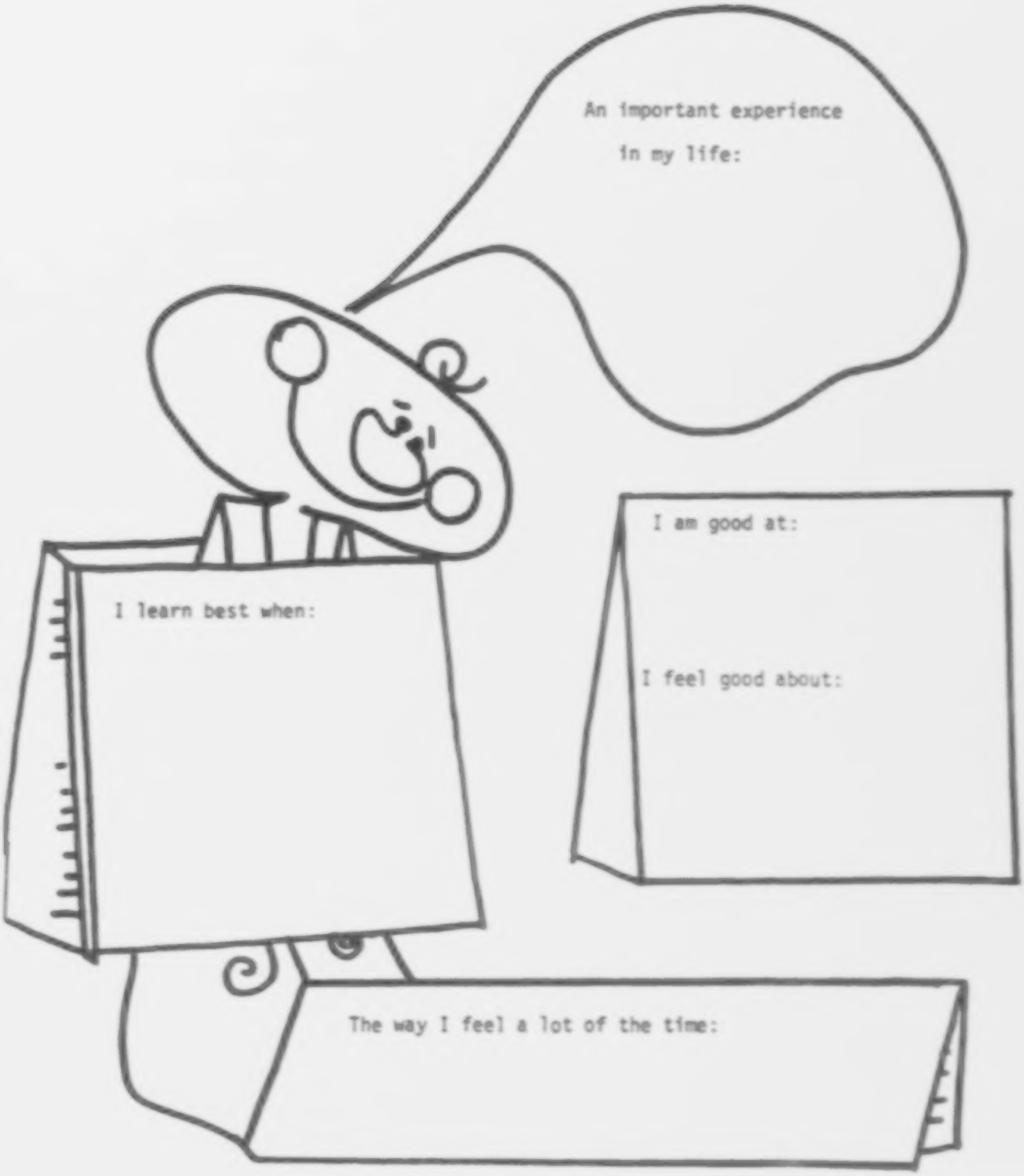
Address: ________

I was born on ________

in ________ (city), ________ (State)

When I was born, I weighed ________ and was ________ inches long. But now I weigh ________ pounds and am ________ feet ________ inches tall. My hair is ________; my eyes are ________. Some other special characteristics about me are ________, ________, and ________.

Supplement 5


An important experience in my life:
I am good at:
I feel good about:
I learn best when:
The way I feel a lot of the time:

ME PROFILE:

Supplement 6

UNIT: Personal Development

Fill in names for the list of relatives below:

FAMILY HERITAGE

____
name

father: ____________________

mother: ____________________

father's mother: ____________________

mother's mother: ____________________

father's father: ____________________

mother's father: ____________________

mother's brothers and sisters:

____

____

father's brothers and sisters:

____

____

2. Beside each characteristic below, fill in a description of yourself. Then write the name of the relative (from the list above) who has the same characteristic (or the most similar characteristic). You may use more than one relative to fill in the blanks.

	you	*relative*
color of hair		
type of hair		
color of eyes		
height		
body build		
skin color		
skin type		
shape of hands		
shape of face		

3. Make a list of the strengths, skills, talents, and abilities you have. Beside each, write the name of the person in your family who has a similar quality.

your talent, ability, strength, skill, etc.	*name of person in your family who has a similar quality*

UNIT: Personal Development

THE DILEMMA OF THE ADOLESCENT

There is something I don't know
that I am supposed to know.

I don't know what it is I don't know,
and yet am supposed to know,
and I feel I look stupid

If I seem both not to know it
and not know what it is I don't know.

Therefore I pretend I know it.
This is nerve - racking
since I don't know what
I must pretend to know.
Therefore I pretend to know everything.
I feel you know what I am supposed to know
but you can't tell me what it is
because you don't know that I don't know
what it is.
You may know what I don't know, but not
that I don't know it,
and I can't tell you. So you will have to tell me
everything.

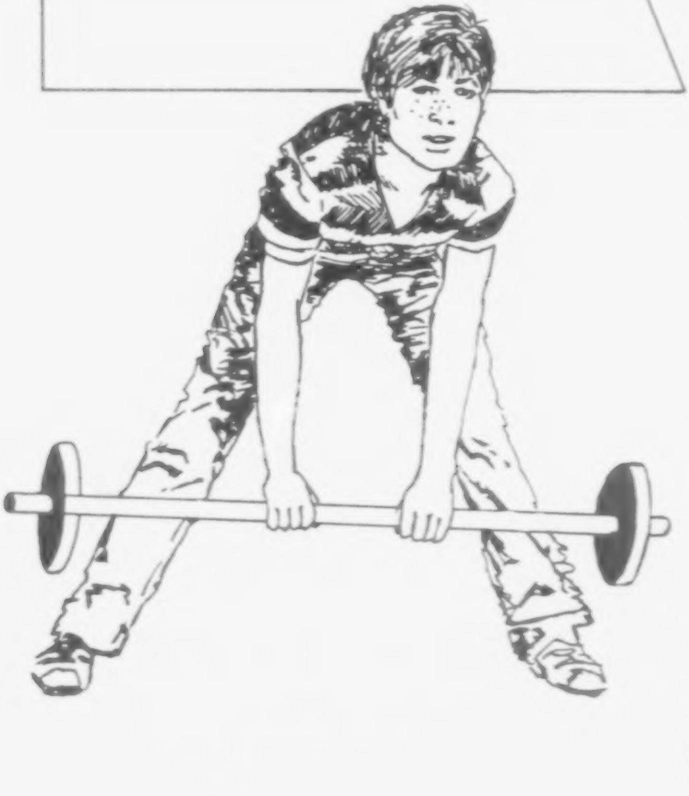
from KNOTS by R.D. Laing

Supplement 8

UNIT: Personal Development

My Strengths

My Weaknesses



88

UNIT: Personal Development

"I LEARNED" STATEMENTS

Purpose:

This strategy serves several purposes. It provides the group and the teacher with feedback about the 6th activity they participated in. It helps clarify and reinforce what the students have learned. It crystallizes new learnings which many new students might not have realized were taking place. It sets a very powerful searching tone in the group. Finally, it provides a good summary or wind-up for almost any activity.

Procedure:

The teacher prepares a chart with the following (or similar) sentence stems. The chart may be posted permanently in the room, or it may be posted just when it is to be used.

I learned that I . . .
I relearned that I . . .
I noticed that I . . .
I discovered that I . . .
I realized that I . . .
I was surprised that I . . .
I was pleased that I . . .
I was displeased that I . . .

After a values activity, ask the students to think for a few minutes about what they have learned. Instruct them to use any one of the sentence stems to share their feelings with the group. Do not call on students, encourage them to volunteer when they feel comfortable to speak.

TO THE TEACHER:

The first time around, it is helpful to have students write down their statements before sharing aloud.

Do not allow discussion to interrupt the flow of "I learned statements." Statements should be kept short and to the point. Statements should not be explained or defended.

Help the students to focus on personal learnings. Reassure students that there are no right answers.

A class can be divided into small groups of three to five members to have the students share and discuss their statements.

Students can compile a list of "I Learned Statements" in writing and put them into a personal file.

Source: Simon, S. B., et al., Values Clarification, New York: Hart Publishing Company, 1972.

UNIT: Personal Development

MY FAVORITE THINGS

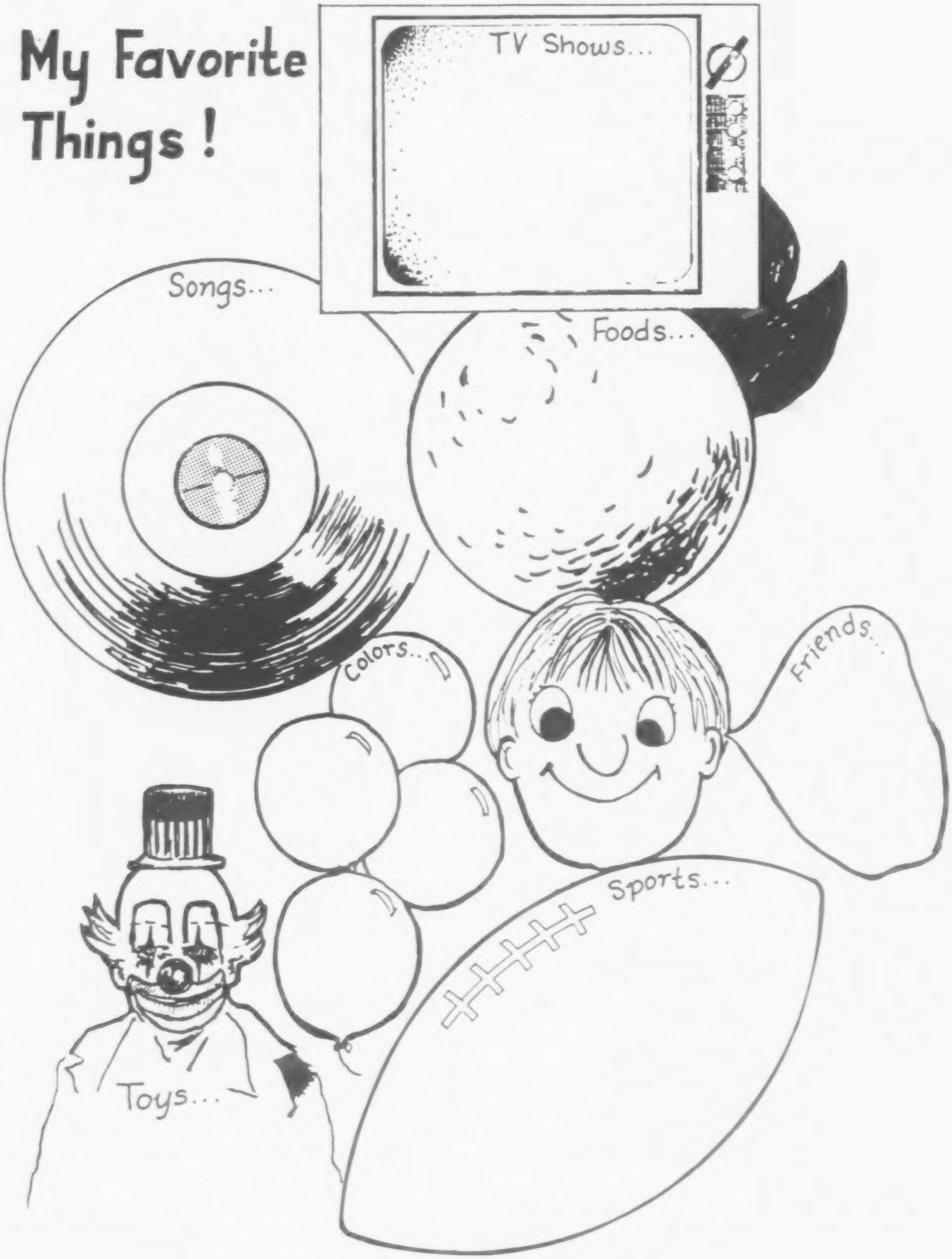
PURPOSE: To give members a chance to focus on some positive aspects of their values.

Suggest that people can share themselves through their likes and dislikes in certain categories. Students can list several possibilities in each category and place their final chances on activity page.

ADDITIONAL ACTIVITY:

Give each member a bag. Have him/her put objects (pictures, symbols, etc.) inside that he/she values. These objects should reflect what each likes. Place bags on table. Students try to match bags to owners.

My Favorite Things!


TV Shows...
Songs...
Foods...
Colors...
Friends...
Sports...
Toys...

UNIT: Personal Development

Worksheet 1 **Making Decisions/Solving Problem/Achieving Goals**

Directions: Follow the steps below to help you make decisions, solve problems, or reach goals. These are only guidelines, however. You can develop your own special ways based on these guidelines.

Write your answers to the questions on a separate piece of paper. Seeing things in writing will help you understand the process and make it easier for you to follow.

1. IDENTIFY THE PROBLEM/SET THE GOAL. Before you can solve a problem, you have to know what the problem is. To reach a goal, you have to know what it is you want to accomplish or get done. Write down the answers to these questions to help you get started.

a. What makes you think there is a problem? ______________________

____

____

b. How does the problem affect you? How does it affect others? __________

____

____

c. What do you think the problem is? Base this answer on your answers to questions a and b. Be specific, so that your plans to solve the problem can be specific.

problem: ______________________________________

____

d. Turn your statement of the problem into a goal you want to reach. (For example, if your problem is that you spend too much time talking on the telephone, your goal might be to limit your time on the telephone to 30 minutes an evening.)

goal:

____

____

2. IDENTIFY RESOURCES THAT CAN BE USED TO SOLVE THE PROBLEM OR REACH THE GOAL.
Resources are what you can use to help solve a problem or reach a goal. They can be human (such as knowledge, skills, abilities, personal strengths) or nonhuman (such as money, time, community services). Write down the answers to these questions to help you understand resources better.
   a. What resources do you need to solve your problem/reach your goal?

__________	__________	__________
__________	__________	__________
__________	__________	__________

b. What resources do you already have? Think about your own resources, within yourself. What does your school offer? What resources, both human and nonhuman, does your family have? What resources are there in the community that you can use?

self	family	school	community
______	______	______	______
______	______	______	______
______	______	______	______

c. How can you get the resources you need but do not have? ______

______

______

3. THINK ABOUT YOUR OPTIONS. This means to think about all the different ways there are to solve your problem (or reach your goal) using the resources you have and/or can get. Write down all the ideas you can think of--even those that seem impossible. You may find they are possible, or they may give you other ideas.

a. ______ c. ______
b. ______ d. ______

4. THINK ABOUT THE TRADE-OFFS. Trade-offs are what you have to give up in order to get something. Each option has its trade-offs. Write down the answers to these questions to help you see what the trade-offs are. This will help you decide which option or options you will use to solve your problem or reach your goal.

a. What are the advantages and disadvantages of each option? List them.

advantages: ______ ______ ______
disadvantages: ______ ______ ______

b. What are all the possible outcomes for each option? What are the risks? List them.

______ ______ ______

c. What do you have to give up in order to reach your goal using each option? Make a list for each option.

______ ______ ______

d. How will each option help you reach your goal? Write an answer for each option.

______ ______ ______

5. CHOOSE THE OPTION WHICH IS BEST FOR EVERYONE INVOLVED: This may be one option listed or it can be a combination of options. Base your choice on your resources, trade-offs, your feelings about each option, who will be affected, and how they will be affected. Write down your options.

______

6. MAKE A PLAN BASED ON YOUR CHOICE OF OPTION. Be specific. List the resources you need and state how you will use them. If necessary, set smaller goals to help you reach your larger goal. It may help to develop a time schedule for reaching both small and large goals. Write down your plan. Keep it where you can check it often.

resources needed	how resources will be used	smaller goals	time schedule

7. PUT YOUR PLAN INTO ACTION. Start carrying out your plan. This is necessary in order to achieve your goal. Even the most brilliant plan is worthless if it is not carried out.

8. EVALUATE YOUR PROGRESS/ADJUST YOUR PLAN. Often plans do not work out exactly as they are designed. Resources and conditions may change. Unexpected events may take place. Values, interests, and needs may change. When one or more of these things happen, you need to adjust your plans so that you can still solve your problem or reach your goal. Write down any adjustments to your original plan. ________________________________

9. ACCEPT THE CONSEQUENCES OF YOUR DECISIONS. If the plan works out and you reach your goal, you feel good about it. If the plan doesn't work out as well as you wanted, you may feel let down. No matter how the plan works out, you are responsible for your actions. If you feel you could have done better, you can learn from what you did or did not do. Answer these questions to help you decide what you can do the same next time and what you can do differently.

   a. What happened that made you feel good about your plan and the actions you took? List them. ________________________________

   b. What happened that you did not feel so good about. List them. ______

   c. What could you do different next time so things will work out better?

   ____

   d. What did you learn from the decisions you made or did not make? From the things you did or did not do? ________________________________

UNIT: Personal Development

VERBAL COMMUNICATION ACTIVITIES

Purpose:

These activities are intended to make students aware of modes and means of verbal communication, recognize elements which may hinder good communication and maybe set up standards for improving verbal communication skills.

Activities:

1. Students record messages, readings, etc. of their own choosing. Have each student listen to his/her voice and write down personal reactions/feelings to it. Have the entire class listen to tapes of students who have volunteered and state their reactions to the voices. Specifically, try to identify any voice characteristics which might hinder communication.

Alternate:

Ask friends/family members/faculty to record a message of their choice. Play selections for the class and discuss feelings/reactions to each voice/message.

2. Irrelevant responses: Divide into groups of four.
    a. Conduct a discussion on making friends. Allow five minutes for discussion. Instruct the students to talk about only the assigned topic but each statement made must be totally unrelated to what others in the group say. Act as though you did not hear what they said.
    b. After five minutes, jot down answers to the following:
    1) How did it feel to make a statement and have no one respond to it?
    2) How did it feel to deliberately ignore what another said?
3. Relevant Response: Divide the group of four into pairs. Designate one person A and the other B.
    a. A makes a statement to B either about herself/himself, about B, or about a topic of common interest. Say something you have some feelings about or that has real meaning to you.
    b. B paraphrases A's statement, saying in his own words what A's statement meant to him/her.

Guidelines:

1) Restate the others expressed feelings in your own words, don't mimic or parrot the exact words.

2) Preface reflected remarks with, "You feel . . . ," "You think . . . ," "It seems that you . . . ." "It sometimes appears that you . . .", etc.

3) Avoid any sign of approval or disapproval. Stay away from blaming, interpreting, giving advice, etc.

c. A makes a second and third statement to B and B responds to A.

d. Reverse the procedure and have B make a statement to A, A responds to B.

e. Jot down answers to the following questions when the activities are complete.

1) How did it feel to make a statement and have your partner paraphrase it?

2) How did it feel to paraphrase a statement made by your partner?

4. The Gossip Game: An adaptation of "Whisper Down the Lane." Arrange the classroom chairs in a large circle or rectangle.

a. Volunteer whispers "gossip" to the person on the right.

b. The gossip is quickly passed around the room.

c. The last student to "hear the news" exclaims it aloud.

d. The initiator repeats the initial statements.

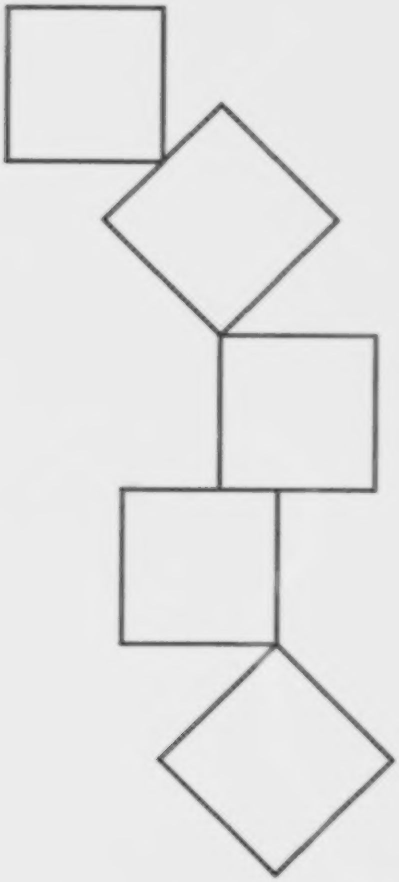
The activity is concluded by a brainstorming session on barriers to good communication.

5. Following directions:

   a. Distribute a packet of color coded or number coded squares to each student.

   b. Ask for a student volunteer to give directions to the class. Give the volunteer the direction sheet below.

      1) Study the figures below:



      2) Face the class and instruct them to make a similar arrangement using their squares. Answer all questions and repeat directions if necessary.

      3) Put the original picture on the overhead and have the students compare their figures.

      4) Ask students to state problems they encountered in trying to follow their classmates directions.

6. Alternate

Have students make a freehand drawing by following step-by-step directions from the teacher. Answer no questions, repeat no directions.

Compare results and have students share the problems they had.

Source: Johnson, D. W. Reaching out. New Jersey: Prentice Hall, Inc., 1972.

UNIT: Personal Development

NON-VERBAL COMMUNICATION

Purpose:

These activities are intended to make the students conscious of the non-verbal messages they communicate, and encourage them to use these avenues in a positive and effective manner.

1. Interpreting Non-verbal Cues:

The objectives of this exercise are (1) to demonstrate the ambiguity of non-verbal cues in communicating feelings and (2) to illustrate how many different feelings/reactions the same non-verbal cues can give. You will need five to ten magazine pictures. Each picture should have at least one person in it who is expressing a feeling.

Procedure:

a. Number the pictures. Pass each picture around the group.

b. Each person answers the following questions about each picture:

   1) How do the individuals in the picture feel?
   2) How does this picture make you feel?

c. The group then shares responses to each picture.

   1) How similar were your interpretations of what the individuals in the picture felt.

   2) How similar were the feelings you had in response to the pictures?

   3) What makes the pictures so ambiguous (if you had dissimilar answers)?

   4) Could different people interpret your own non-verbal cues as many different ways as the group interpreted the non-verbal cues of the individuals in the pictures?

2. Expressing Your Feelings:

The objective of this exercise is to increase your self-awareness of ways in which you express your feelings. Given below are a series of feelings you may have experienced. For each of these you are to report two different ways that you express such feelings. The first answer should be something you would say. The second report something you might do to express your feelings.

1) When I feel bored with what is going on in a discussion, I express my feelings

Using words: ____

Without using words: ___________________________________

____

2) When I am annoyed with another person with whom I want to build a better relationship, I express myself

Using words: ____

Without using words: ___________________________________

____

3) When another person hurts my feelings very deeply, I usually show my feelings

Using words: ____

Without using words: ___________________________________

____

4) A friend asks me to do something I am afraid I cannot do well. I want to hide the fact that I feel inadequate. I express myself

Using words: ____

Without using words: ___________________________________

____

5) My closest friend is moving away. I feel alone and lonely. I express this

Using words: ____

Without using words: ___________________________________

____

3. Practicing Non-Verbal Communications:

The following game involves the non-verbal expression of feelings.

Procedures:

a. Divide the class into groups of six or eight.

b. Sit on the floor in a circle.

c. Deal out a deck of ordinary playing cards until everyone has the same number of cards and there are at least three cards left in the draw-deck. The draw-deck is placed face down in the center of the circle. The first person to get rid of all their cards is the winner. You get rid of your cards by correctly identifying the emotions expressed by other players and accurately communicating emotions to other players.

d. In the game, you take turns expressing one emotion. To begin the player on the dealers left selects a card from their own hand and lays it face down in front of themselves. They are now the expresser; the remaining players are to correctly identify the emotion expressed by their actions.

e. The remaining players check their hands to see if they have a card that matches the emotion expressed. If so, they place the card face down in front of them. If not, they pass.

f. When all cards are down for the first round, they are all turned face-up at once. If one or more receiver has matched the expresser's card, the expresser puts this card and all matching cards face down on the bottom of the draw deck. Any player who put the wrong card face down must return it to their hand and draw an additional card from the top of the draw deck. You draw the same number of cards from the draw deck as you put down in front of you.

g. If no player matched the expresser's card, then the expresser failed to communicate. They return the card to their hands and draw a penalty card from the draw deck. The receivers return their cards to their hands but do not draw penalty cards.

h. When you hold two or three cards of the same emotions, you must play all cards if you play one of them. As expresser or receiver, you may get rid of two or three cards, or you may have to draw two or three cards.

i. The expresser may use any non-verbal behavior desired in order to communicate accurately the emotion to be portrayed. No words may be spoken.

Supplement 13

The emotions* the cards represent are as follows:

2 = contentment
3 = shyness
4 = indifferences
5 = fear
6 = frustrations
7 = loneliness
8 = sorrow
9 = anger
10 = hope
Jack = happiness
Queen = joy
King = warmth
Ace = love

* These may be changed to meet the age of the student.

Source: Johnson, D. W. Reaching out. New Jersey: Prentice-Hall, Inc., 1972.

Supplement 14

UNIT: Personal Development

Date ______________________________

Name ______________________________

MY VOICE AND MY PERSONALITY

People notice how you look and the way you act, but when you speak they also judge your personality by the way you sound. While you are making the most of your appearance and poise, don't underestimate the power of speech. Review all of the Chapter, "Your Voice Reflects Your Personality" in your textbook. Be sure you can do the exercises, then the quizzes in your workbook. Do this quiz by checking the box marked: always, sometimes, or never, whichever describes your behavior.

HOW COURTEOUS AM I IN MY SPEECH

		Always	Sometimes	Never
1.	Do I listen attentively when someone is talking to me?	____	______	____
2.	Do I interrupt another person before she/he has finished a sentence?	____	______	____
3.	Do I fill in words for someone, if she/he hesitates to express himself/herself?	____	______	____
4.	Do I avoid picking quarrels and taking part in arguments?	____	______	____
5.	Do I make cutting remarks about other people?	____	______	____
6.	Do I try to flatter people when I don't really mean what I say?	____	______	____
7.	Do I betray my friend's confidences by telling others everything we talk about?	____	______	____
8.	Do I discuss people without participating in harmful gossip?	____	______	____
9.	Do I pry into another person's private life even if he/she volunteers information?	____	______	____
10.	Do I judge people by first impressions even though such impressions may be misleading?	____	______	____

		Always	Sometimes	Never
11.	Do I talk while others are talking rather than waiting my turn to speak?			
12.	Do I answer a question that is directed to someone else rather than waiting until he/she has a chance to answer?			
13.	Do I try to be tactful and firm when it is necessary, rather than insulting?			
14.	Do I use swear words or vulgar language?			
15.	Do I wave my hands too much or point at people when I am talking?			
16.	Do I use the same words and expressions such as "you know" over and over?			
17.	Do I look up words I don't know in the dictionary so that I will understand how to use them correctly.			
18.	Do I try to include others in a conversation rather than ignore their presence?			
19.	Do I show people that I respect their level of knowledge by trying not to exclude them from the conversation?			
20.	Do I try to express intelligent attitudes toward others when they don't understand what I am trying to say.			
21	Do I try to bring up "touchy subjects" at the appropriate time?			
22.	Do I avoid belittling other people?			
23.	Do I project a sense of humor through my voice?			
24.	Do I joke in such a way that it hurts people's feelings?			
25.	Do I tend to stare at people until they are uncomfortable?			

		Always	Sometimes	Never
26.	Do I make fun of a person's speech problems or accent?	______	______	______
27.	Do I brag that I am a good listener, when I really don't make an effort to participate in the conversation?	______	______	______
28.	Do I deliberately insult or embarrass other people?	______	______	______
29.	Do I monopolize the conversation and never allow another person to express himself?	______	______	______
30.	Do I put cheerfulness into my voice when I am talking on the telephone or when I greet people?	______	______	______
31.	Do I avoid correcting the speech habits of people who do not express themselves well?	______	______	______
32.	Do I give the impression that I am ordering people around?	______	______	______
33.	Do I avoid "snapping" at others when I am not in a good mood?	______	______	______
34.	Do I cheerfully repeat what I have said when someone doesn't hear me?	______	______	______
35.	Do I avoid making innuendos to or about others?	______	______	______
36.	Do I make an issue or call attention to my error, if I have said the wrong thing?	______	______	______

Supplement 14

IDEAL ANSWERS TO THE COURTESY QUIZ

Your answers may differ somewhat. You should be able to see your own attitudes that need improvement. No one is perfect, but you will have an excellent rating if your answers correspond with these answers.

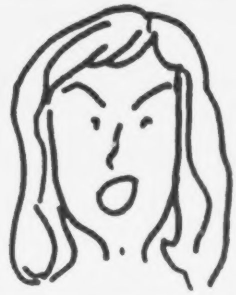
Always	Sometimes	Never
1		2
4		3
8		5
13		6
17		7
18		9
19		10
20		11
21		12
22		14
23		15
30		16
31		24
33		25
34		26
35		27
		28
		29
		32
		36

Supplement 15

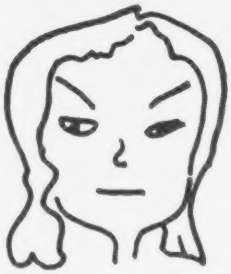
UNIT: Personal Development

FACIAL EXPRESSIONS

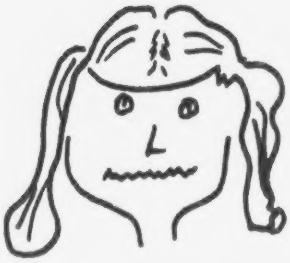
A. What information/emotions can you observe from each of these pictures? Put these down. Then check to see what some other people thought they saw.



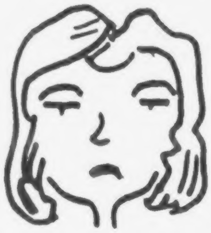
1. ______________________



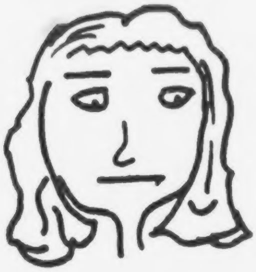
2. ______________________



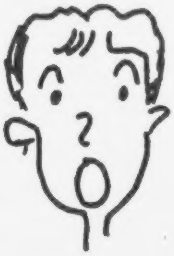
3. ______________________



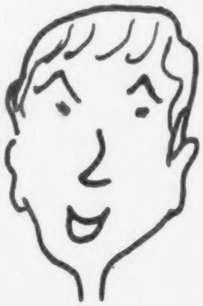
4. ______________________



5. ______________________



6. ______________________



7. ______________________

B. People use other methods/channels to communicate along with talking. Their face is one of those methods/channels. What features on the faces are used in the above pictures?

UNIT: Personal Development

C. What parts of the body, other than the face, do you notice when trying to pick up how another person feels about what is being said?

Here are some of the message senders we have observed:

*Hand and arm gestures

*Legs

*One's posture (shoulders, back, etc.)

*Clothes/cosmetics (styles, hair, etc.)

*Distance kept between oneself and others.

Source: Werner, G. T., You and Communication.

108

UNIT: Personal Development

ABOUT YOUR SKIN

CHECKLIST

Avoid using too much soap or scrubbing too hard.

Use a therapeutic oil in your bath daily, or use a bath oil spray after showering.

Avoid too much sun, wind, and harsh water.

Always wear protective clothing whatever the season it is.

At night use an all purpose face cream on your face and lips.

WHAT IS A DERMATOLOGIST?

A dermatologist is a doctor who specializes in diagnosing and treating diseases of the skin, hair, nails, and the linings of body openings. The dermatologist will want to know your personal history (have you other health problems?); your occupation (do you work with chemicals?); your activities (do you use a harsh detergent?). She/he will certainly want to know if you or your family have a pet animal at home.

When should you go to a dermatologist? It's worth the trip for something as small as a tiny wart that's begun to bleed, or as serious as extreme scaling of the skin. Any serious or constant skin condition should be seen by a dermatologist. She/he is a bona fide M.D. and fees qualify for the same handling by medical insurance companies as any other doctor.

DID YOU KNOW

The skin is the largest organ of the body. It weighs twice as much as the brain, and the average adult has more than 21 square feet of skin. The skin has three layers: the epidermis (outer), the dermis (middle), and the subdermis (inner).

THE EIGHT ESSENTIALS FOR HEALTHY SKIN

1. Cleanliness

Cleanliness is the single most important factor in having a good complexion, but too much soap can dry your skin. For normal skin, it's best to simply rinse your face in the morning, and give your face, neck and ears one thorough soap and water treatment each night. You can remove make-up with a low cost all purpose face cream or lotion. *Never* leave makeup on overnight

.

2. Proper Diet

Maintaining a balanced diet doesn't have to be expensive--and it is essential to give skin a healthy glow. If you stick to those which are "in season," you can always have the fresh fruits and vegetables you need. As for your daily protein requirement, hamburger can be as healthful as sirloin, and can be switched for cheese, fish or eggs, milk, whole or skimmed, and cereal. You need some fat in your diet, but you should avoid foods that are highly greasy or oily--they may be very bad for your skin. You should drink plenty of water.

3. Fresh Air

Clean fresh air and daily outdoor exercise are necessary to keep up your blood circulation and maintain regular elimination . . . all of which shows up in your complexion. No time? Nonsense. Walk instead of taking a bus when the distance isn't extreme.

4. Relaxation

Time to relax may seem like a luxury you can't afford with all the demands of homework and school. But a good night's sleep of 6 to 8 hours is vital to a healthy complexion. If you can find a few moments to yourself, lie down with your feet a bit higher than your head--it will help your circulation.

5. Avoid Tension
The pressures of any ordinary day can sometimes build up terribly, and when they do, your skin may break out in reaction. Tension habits such as frowning, wrinkling your forehead, or pursing your mouth, can cause permanent lines in your face. Try to take things more in stride.

6. Protection Against Weather

Two contributors to premature aging of the skin are too much exposure to the sun and loss of moisture of the air. In extremely hot or cold weather, try to protect your skin. In summer, wear wide brimmed hats for shade. In winter, you may suffer from dry skin all over your body because of the cold and the wind. An effective bath oil such as Alpha Keri, helps heal this chapping. It makes your skin feel smoother, and leaves a protective film of oil on the body. For your face, choose a makeup with a moisturizer in it, and avoid the expense of additional cosmetics. Vaseline on your lips at night will help keep them from cracking.

7. Careful Handling
Although skin isn't awfully delicate, it should be handled gently: apply your makeup or face cream in slow upward movements. When you dry your face, pat it with the towel, don't rub. *Never* pick or scratch at blemishes, it only makes them worse. If you dye or bleach your hair at home, keep in mind that the chemical my be too harsh for your sensitive facial skin.

8. Suitable Makeup
A high price doesn't guarantee the best in cosmetics--but do select a makeup for your particular type of skin (oily, dry or normal).

DRY SKIN--A MAJOR PROBLEM

One of America's major skin problems in Xeroderma, commonly called "dry skin." It can attack anyone, regardless of income, social standing or position. There is a dry skin problem when there is a feeling of tightness, a lack of "give." The skin chaps easily. Face powder flakes or the skin looks parched or glassy. The skin will feel tight and drawn after a soap and water wash and perspiration may be noticeably slight.

What causes dry skin? Heredity, badly balanced diet, tension, hormone imbalance and age all contribute. Even extremes in room temperatures can cause dry skin.

People who suffer from Xeroderma have itching, flaking, chapping and cracking of the skin. It is especially a painful condition for elderly persons because their bodies do not manufacture as much lubricating oil as they once did.

Too often people with dry skin take a lot of baths, thinking that the water will help their condition. Actually, hot water washes away the skin oils they have leaving the skin dryer than before. A bath or shower with a bath oil like Alpha Keri, however , is very soothing because it gives back to the skin some of the oils that the body loses. It also puts a protective coating on the skin so that the moisture the skin does contain stays in it and doesn't evaporate into the air.

With advancing age, the normal output of oil is so reduced that the dry skin problem becomes more than a mere annoyance. It is a painful reality.

ACNE, a teenage skin problem, is discussed in another folder available free from the Extension Home Economist or Westwood Pharmaceuticals, Inc.

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110

UNIT: Personal Development

THE GOOD SKIN GUIDE

from Noxzema

Good skin makes you feel good about yourself. But let's face it. Good skin--fresh , smooth, and glowing--doesn't just happen. You have to work at it, especially during the teen years when complexion problems such as oiliness, blackheads and blemishes, may be almost a fact of life. But, with the right program of skin care, you can make your skin look its absolute best.

The starting point: effective cleansing, the absolute basic for clear, smooth skin. Regular cleansing helps remove excess oil, used up skin cells, and bacteria.

What other healthy things can you do for your skin? Keep your body in good working order with a top notch diet, plenty of rest, and exercise. Watch out for stress. Know the skin myths from the real facts. And choose the right products for your complexion type.

So get into good skin program now. The how to's are all here.

THE SKIN BASICS

In order to get your skin to behave, you need to know what makes it act up--and what helps it stay in the "all clear." Here's a rundown.

- **Hormones.** The teen years are a time when your body is constantly changing. Hormones trigger these changes--and they also trigger the oil overflow that can make skin look shiny and feel greasy.
- **Oil.** When oil glands begin working overtime, they set off a "chain reaction" in your skin. Some of that excess oil becomes trapped in the pores, mixing with dead skin cells to form either a blackhead (an open plug) or a whitehead (a closed plug). When bacteria gets into the act, the area around the clogged pore becomes inflamed. The result: that hated red bump known as a pimple!
- **Heredity.** If one of your parents had acne when he/she was a teen, you'll be prone to getting acne, too. But that doesn't mean you're stuck with poor skin. You just have to be more conscientious about skin care.
- **Cleansing.** Blemishes aren't caused by dirt or poor cleaning. However, because effective cleansing removes oil and skin debris, it can help keep skin clear. One caution: *harsh* scrubbing can actually irritate skin, so go easy! A washcloth should provide enough scrub.
- **Stress.** Some people do tend to break out more when under stress. Stress can increase breakouts in some people because they may neglect their skin in times of stress, or pick, squeeze or touch the face more. The stress antidotes: enough sleep, relaxation and exercise.
- **Diet.** Many people mistakenly believe that certain food such as chocolate, potato chips and pizza can cause acne. But research has shown that these once forbidden foods have little effect on breakouts. However, a nutritionally balanced diet is essential to overall good health and healthy skin.
- **Exercise.** Regular, vigorous exercise improves circulation, raises your energy level, and can bring a glow to the skin. Do cleanse skin thoroughly after exercise, though, as oil and perspiration left on the skin can sometimes aggravate blemish problems.

Whatever condition your skin is in--acne prone, oily, or just oily in parts--you can do a lot to keep it in the all clear. First, you must remember to cleanse your skin regularly. Because even if you don't have problem skin now, regular deep down cleansing is important to help keep your skin looking good. And you need effective products to keep skin clean, fresh, smooth, and clear. Like

Medicated Noxzema Skin Cream, Noxzema Antiseptic Skin Cleanser, Acne 12, On the Spot Acne Medicine, And Noxzema Clear Ups Medicated Skin Cleansing Pads.

Harsh cleansing leaves skin red, irritated, dry, and can actually make breakout problems worse. For more effective cleansing, wash your face twice a day with greaseless Medicated Noxzema Skin Cream. Just scoop some of this cool, tingly cream from the jar and work into dampened skin with your fingertips or washcloth, using circular motions; then rinse. Your skin will be clean, refreshed, won't feel tight and dry. And now Medicated Noxzema Skin Cream comes in a handy blue pump bottle that stands on the sink or goes right into the shower to make your daily skin regimen even easier.

Tingly, ice blue Noxzema Antiseptic Skin Cleansers feels as refreshing as it looks. Use it to keep skin fresh and oil free all day long. Moisten a cotton pad or puff with this cooling astringent and wipe it over your entire face to remove oil, kill bacteria, leave skin wonderfully clean. It's also ideal for cleaning up after sports or to freshen up on a hot, sticky day.

After cleansing your skin, apply Acne 12 directly onto pimples and any acne prone areas. Acne 12 contains *benzoyle peroxide* one of the strongest acne fighters available today without a prescription. It works to clear up pimples and by helping to unclog pores, actually prevents new pimples from forming. Acne 12 is available in a Vanishing formula that works invisibly and a Tinted formula that conceals while it clears.

Want "anytime, anywhere" help for blemishes? Noxzema On The Spot Acne Medicine comes in a compact tube with a precision wand applicator. So you can apply it wherever and whenever a blemish appears. On The Spot is formulated with 10 percent benzoyl peroxide, the proven acne remedy dermatologists recommend most. It promotes fast healing and helps prevent new pimples from forming. Plus, it's available in two covering shades--Light and Medium--to hide pimples while they heal. There is also a vanishing formula that works invisibly.

Clear Ups are textured pads, presoaked with a specially effective formula that helps clear up and prevent acne. Use them to deep clean pores, dry up excess oil, and kill bacteria that cause acne flare-ups. Clear Ups are light weight, convenient, and easy to carry. So you can keep your face clean all day.

NO-PROBLEM SKIN

Morning and Night: Wash with Noxzema Skin Cream.
Special: After sports, in warm weather or anytime your skin seems a little oily, dampen cotton with cool water, then pour on a little Noxzema Antiseptic Skin Cleanser and whisk the cotton over your entire face.

OILY SKIN

Morning and Night: Wash with Noxzema Skin Cream. Then saturate a cotton ball full strength with Noxzema Antiseptic Skin Cleanser and sweep over oily areas. Do not rinse.
Special: During the day, use Noxzema Antiseptic Skin Cleanser on skin whenever necessary to keep it feeling fresh. Keep On the Spot handy to battle any blemishes.

PART OILY/PART DRY SKIN

Morning and Night: Follow the same routine for oily skin, but use Noxzema Antiseptic Skin Cleaner only on those areas that are oily (usually nose, forehead and chin--the area called the "T-zone"). Use moisturizer on dry areas.

BLEMISHED SKIN

Morning and Night: Wash with Noxzema Skin Cream (up to three or four times a day if your skin is extra oily). Then apply Acne 12 to existing blemishes and blemish prone areas to help fight against acne.

Special: Remember to carry Clear Up Medicated Skin Cleansing Pads with you to help battle acne breakouts and keep skin feeling fresh all day. On The Spot will hide blemishes while they heal. And to help keep your skin oil free, wear an off the face hairstyle, shampoo daily, and keep your hands away from your face. The dirt and oil often present on fingertips can aggravate breakouts.
Have other questions on skin care? Here are some answers to the most common questions teens ask.

Q● "I love getting a deep, rich tan. But with all I've read lately, I tend to worry. Can the sun really hurt my skin?

A● Sure, getting a rich, glowing tan makes you feel healthy, but unfortunately the sun can do some damage to your skin. Besides causing dryness, blistering, and burning, the sun can promote wrinkling, a "weathered" look, even skin cancer. Dermatologists recommend that you protect skin from harmful rays all year long. Some tips:

- Don't bake in the sun. Aim for a light tan, not a deep one.
- On the beach or the ski slopes, get extra protection from tanning lotions that have a high SPF (Sun Protection Factor). Waterproof sun tan lotions are a good idea if you'll be swimming a lot.
- Good sunglasses are essential to protect sensitive skin around eyes.
- After a day in the sun, treat your skin by using cooling Medicated Noxzema Skin Cream to cleanse without drying.
- If you do get burned, Noxzema also cools the burn fast, actually reduces skin temperature on contact.

Q● "I have acne and it really makes me feel down. I cover it up with makeup, but then my friends tell me makeup only makes it worse. Is that true?"

A● Makeup can help you look and feel your best. And, as long as you keep your skin thoroughly clean and protected with acne fighting On The Spot medication, there's no reason to avoid makeup. Water based foundation by Cover Girl can be just what you need to hide pimples, help stop shine--and boost your morale.

Q● "I seem to break out a lot on my chin. And ideas why and what to do about it?"
A● You may have a condition called "acne mechanica." Do you lean your cheek or chin on your hand? This seemingly harmless habit can cause an oil build up that clogs pores. And, clogged pores can lead to breakouts. Be careful how you touch your face in the future and keep skin sparkling clean. Wash with Medicated Noxzema Skin Cream and use Noxzema Antiseptic Skin Cleanser whenever you face feels oily or needs freshening up.

Q● "My skin is pretty bad, and it seems to get worse when I'm upset or nervous. Any tips?"

A. Emotions don't really make your face break out, but dermatologists do believe that when you are upset you tend to forget to keep your face clean. And, you may tend to pick pimples. Picking pimples, especially if your hands are dirty, can cause acne to become inflamed. Treat your skin with extra kindness by following the skin care regimen described above. Finally, resist the impulse to pick and squeeze.
As a teen, you are probably just learning how to shave. Boys want a close, clean shave. Girls want silky smooth legs and underarms. But for the beginner, shaving can hold some special hazards--nicks and cuts, chafing, dry skin. For a smooth, comfortable shave, follow these tips from Noxzema:

FIND THE RIGHT RAZOR. Don't borrow from Dad or Mom. Choose a razor that feels comfortable in your hand.

GIVE YOUR RAZOR PROPER CARE. Thoroughly rinse the razor after each use and shake away excess water. Allow it to air dry (towel drying can dull the blade). Change the blade--or if using a disposable, change razors--every few weeks.

LATHER UP. To avoid nicks and cuts, use a good shaving cream that lubricate the skin. Medicated Noxzema Shave Cream moisturizes skin and helps the razor glide along without nicking, scraping, or cutting. Apply the shaving cream--then wait a minute or so for it to soften stubble before you shave.

THE SMART SHAVE. Shave against the grain of the skin. ("Against the grain" means the opposite way the hair naturally lays.) While shaving, you will need to rinse the razor often to keep it free of hair and lather.

A SMOOTH FINISH. After shaving, rinse thoroughly with warm water. Then pat--don't rub--skin dry. For extra protection against dry skin, massage a bit more Medicated Noxzema Shave Cream on freshly shaved areas.

SPECIAL TIPS FOR GIRLS

- Shave in the shower or bath. The combination of hot water and steam softens hair for a close shave. Don't soak too long (more than 10 minutes). Skin absorbs water, making a close shave hard to get.

- Apply a cushiony layer of shave cream. Unlike drying soaps, shave cream will leave skin soft and smooth. Don't shave with water alone or you risk cuts and scrapes.

- Ankles, shin bones and knees are common areas for nicks and scrapes. Take special care by using only light, short strokes.

- Applying anti-perspirant on freshly shaved underarms can sting and cause a rash. Shave underarms at night, and wait until the next morning to apply anti-perspirant.

SPECIAL TIPS FOR BOYS

- Use a mirror when shaving. And shave *after* you have washed your face or showered. The heat and moisture combination sets up your beard for a closer shave.

- Apply shave cream against the grain of the beard (from chin toward cheekbones). This helps "set up" whiskers for a clean shave.

- After shaving, check for spots you have missed. Reapply lather to those spots and shave again. Never shave with water only.

- If you find you are nicking yourself a lot, it may be because you are bearing down too hard on the razor. Develop a light touch. Pay special attention to tricky areas--chin, around lips and cheekbones.

The Noxzema people really take your skin seriously. That's why they make a whole line up of effective, balanced treatments for the good skin you deserve. Here's a rundown:

Medicated Noxzema Skin Cream is the unique, greaseless facial wash that's been taking care of complexions for almost seventy years. It cleans all skin types thoroughly with its cool, refreshing tingle, the signal that Noxzema is working. This light, white cream also makes a super facial mask, body smoother, and sunburn soother. And now you can use Noxzema in the handy new pump bottle to make skin care even easier!

Noxzema Antiseptic Skin Cleanser liquid in the clear, plastic bottle is the ideal solution for an oily skin problem. It cleans deep to whisk away dirt, excess oil and grime--all that "debris"-- that other, less efficient cleansers can leave behind.

Acne 12 really battles blemishes. Because it contains the acne fighting medicine most recommended by dermatologists, it combats acne breakouts that are here today and helps to prevent those which may appear tomorrow. Acne 12 is available in both a Vanishing formula and a new Tinted formula.

On The Spot Acne Medicine in a unique, totable tube makes fighting blemishes easy, simple, and super convenient. Just apply this creamy, lightweight liquid "on the spot" with the precision wand applicator. Fights acne with one of the most effective medications available without a prescription. Two skin tinted formulas hide while they heal and the untinted Vanishing formula works invisibly.

Noxzema Clear Ups Medicated Skin Cleansing Pads work super hard to help clear up a troubled complexion. These specially textured pads, saturated with one of the toughest blemish fighting ingredients around, clear away pore clogging dirt and oil and leave medication to fight future breakouts.

Supplement 18

UNIT: Personal Development

FIND THE RIGHT WORD

DOWN

1. Keep your teeth _________ .
2. Everyone wants to be _________.
3. _________ sometimes appears on teeth if not properly brushed.
4. A tooth that tears food.
9. A part of the tooth that shows above the gum.
11. Brush the _______ teeth down.
13. One of the most important permanent teeth.
15. The hardest part of the tooth.
16. Use it right after eating.
18. It should be filled before it gets to be a big one.
20. _________ teeth replace baby teeth.
21. Decay is known as dental ___________ .
24. _______ covers the root of the tooth.
25. _______ + sugar = 27 across.

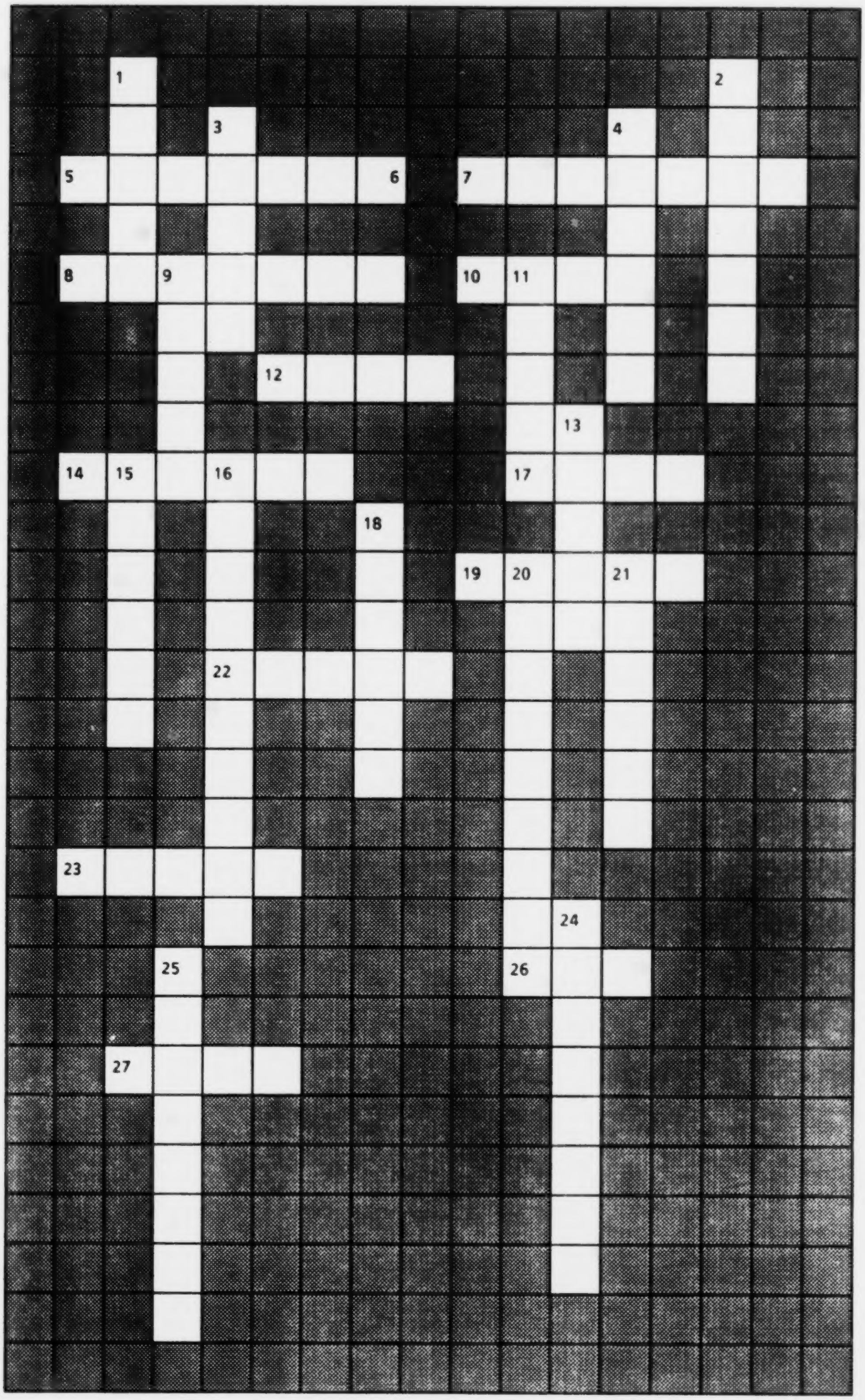
ACROSS

5. She/he is your friend; tooth doctor.
7. Make _______ visits to #5
8. A tooth that cuts food.
10. Located in the center of the tooth.
12. It shows hidden cavities.
14. Between the enamel and the pulp.
17. It anchors the tooth in the jaw.
19. A baby tooth maintains a _________ for a permanent tooth.
22. Form the _____ of brushing right after eating.
23. _______ the mouth with water when you have no toothbrush.
26. Two times _______ = the number of your baby teeth.
27. _________ can dissolve tooth enamel.

WORDS USED

acid
bacteria
caries
cavity
cementum
clean
crown
cuspid
dentist
dentin
enamel
habit
healthy
incisor
molar
permanent
pulp
regular
rinse
root
space
stain
ten
toothbrush
upper
X-ray

Supplement 18



Supplement 18

ANSWERS TO CROSS WORD PUZZLE

DOWN

1. clean
2. healthy
3. stain
4. cuspid
9. crown
11. upper
13. molar
15. enamel
16. toothbrush
18. cavity
20. permanent
21. caries
24. cementum
25. bacteria

ACROSS

5. dentist
7. regular
8. incisor
10. pulp
12. x-ray
14. dentin
17. root
19. space
22. habit
23. rinse
26. ten
27. acid

Supplement 19

UNIT: Personal Development

THE TRUTH ABOUT POSTURE.

Each sentence has one or more words which needs to be unscrambled. When you have unscrambled all the words, check and correct your answers. Arrange the circled letters to find the MYSTERY WORD. Clues: The MYSTERY WORD answers this question: What is the reward of good posture? The word has 14 letters.

Many posture _ _ _ _ _ _ _ (_) (1) oblerpms are simply bad habits. Are _ _ _ _ (_) (2) ryous? Correcting poor posture habits may take hard work, _ _ _ _ _ _ _ _ (_) _ _ _ _ (3) eatertiminndo and lots of practice. You will need to _ _ (_) _ _ _ _ (4) veldepo the right muscles properly and give them a finer tone. It may make them _ _ _ (_) (5) cahe for awhile. But it's _ _ (_) _ _ (6) orthw it! Practicing good posture may make you rather _ _ (_) _ _ _ _ _ _ _ (7) felsciouscons at first, but this will disappear as good posture becomes natural for you.

Good posture can benefit your _ _ (_) _ _ _ (8) ealhth, _ _ (_) _ _ _ (9) gansro cramped by poor posture can't do their work as they should. Well trained muscles let you move with less _ (_) _ _ _ _ (10) trains.

Actresses and _ _ _ _ _ _ (11) delmos take and hold different _ _ _ (_) _ (12) sopes easily and gracefully. _ _ _ _ _ _ _ (13) lethocs look better on a figure with good posture. Whether you are tall or short, if you carry your height _ _ _ _ _ _ _ _ (14) loudpry, it will improve your appearance.

Many _ _ _ _ (_) _ (15) bateuy aids cost a great deal of money. Good posture does not cost a (_) _ _ _ (16) tenc! It is yours for the "_ _ _ _ _ _ (17) ingdo". And remember, good posture improves your (_) _ _ _ _ (18) miage!

MYSTERY WORD _ _ _ _ _ _ _ _ _ _ _ _ _ _

THE TRUTH ABOUT POSTURE

Each sentence has one or more words which needs to be unscrambled. When you have unscrambled all the words, check and correct your answers. Arrange the circled letters to find the MYSTERY WORD. Clues: The MYSTERY WORD answers this question: What is the reward of good posture? The word has 14 letters.

Many posture ***PROBLEM(S)*** are simply bad habits. are ***YOUR(S)***? Correcting poor posture habits may take hard work, ***DETERMINA(T)ION*** , and lot of practice. You will need to ***DE(V)ELOP*** the right muscles properly and give them a finer tone. It may make them ***ACH(E)*** for awhile. But it's ***WOR(T)H*** it! Practicing good posture may make you rather ***SELF-CO(N)SCIOUS*** at first, but this will disappear as good posture becomes natural for you.

Good posture can benefit your ***HE(A)LTH ,ORG(A)NS*** cramped by poor posture can't do their work as they should. Well trained muscles let you move with less ***ST(R)AIN***

.

Actresses and ***MODELS*** take and hold different ***POS(E)S*** easily and gracefully. ***CLOTHES*** look better on a figure with good posture. Whether you are tall or short, if you carry your height ***PROUDLY*** , it will improve your appearance.

Many ***BEAU(T)Y*** aids cost a great deal of money. Good posture does not cost a ***(C)ENT*** ! It is yours for the ***"DOING"***. And remember, good posture improves your ***(I)MAGE***!

MYSTERY WORD ***ATTRACTIVENESS***

120

Supplement 20

UNIT: Personal Development

POSTURE CHECK

Do you follow the rules of good posture? Fill in the missing letters in these posture rules. When you finish, check and correct your answers. Then check your posture! Circle each rule you follow. On a separate sheet of paper, write the rules you do not follow.

RULES FOR STANDING POSTURE

1. Keep _ _ a d high, as if balancing a book on your head.
2. Keep _ _ e _ _ up slightly and forward.
3. Keep _ _ _ _ a c h flat, _ _ _ _ o c k s tucked slightly under, back as flat as possible.
4. Keep feet slightly apart. B _ _ _ n _ _ weight on both feet. Point _ _ _ s straight ahead. Bend k _ _ _ _ very slightly.
5. Re _ _ _ ! Don't be tense.

RULES FOR SITTING PRETTY

1. Keep chest out, back straight, hips and lower _ _ _ k _ _ _ _ against back of chair.
2. Keep _ _ _ d s in lap, or one in lap and other on arm of chair. Don't cross arms in front of you. This give you a _ _ _ _ _ n look!
3. Keep feet flat on floor, or if you cross them, cross at _ _ k _ _ _ or above knees, never directly at knees or _ _ l v e s.

RULES FOR WALKING GRACEFULLY

1. Keep head high, chin level, _ _ _ _ l d _ _ _ and back straight.
2. Keep arms at sides, close to body, _ _ b o _ _ relaxed. Let arms swing easily.
3. Keep knees close together, bending them slightly. Keep feet p a _ _ _ _ _ l and close together. Point toes straight ahead.
4. Swing legs forward from _ _ p _, not _ _ e e _. Take steps of m _ d _ _ - _ _ _ length.
5. Your _ _ _ l should hit the floor first.
6. Pick up your feet. Don't s _ _ _ _ _ _ _ _ along. Don't b _ _ _ _ _ _ _ as you walk.
7. Don't _ _ _ r y!

RULES FOR BENDING PROPERLY

1. Keep back _ _ _ _ _ g h t.
2. Place one foot one pace ahead of the other, with the _ _ _ g h _ on the _ _ l _ _ of your feet.
3. Bend at your _ _ e e _, not at your _ _ i s _.

121

POSTURE CHECK

Do you follow the rules of good posture? Fill in the missing letters in these posture rules. When you finish, check and correct your answers. Then check your posture! Circle each rule you follow. On a separate sheet of paper, write the rules you do not follow.

RULES FOR STANDING POSTURE

1. Keep head high, as if balancing a book on your head.
2. Keep chest up slightly and forward.
3. Keep stomach flat, buttocks tucked slightly under, back as flat as possible.
4. Keep feet slightly apart. Balance weight on both feet. Point toes straight ahead. Bend knees very slightly.
5. Relax! Don't be tense.

RULES FOR SITTING PRETTY

1. Keep chest out, back straight, hips and lower backbone against back of chair.
2. Keep hands in lap, or one in lap and other on arm of chair. Don't cross arms in front of you. This give you a stern look!
3. Keep feet flat on floor, or if you cross them, cross at ankles or above knees, never directly at knees or calves.

RULES FOR WALKING GRACEFULLY

1. Keep head high, chin level, shoulders and back straight.
2. Keep arms at sides, close to body, elbows relaxed. Let arms swing easily.
3. Keep knees close together, bending them slightly. Keep feet parallel and close together. Point toes straight ahead.
4. Swing legs forward from , hips not knee. Take steps of moderate length.
5. Your heel should hit the floor first.
6. Pick up your feet. Don't shuffle along. Don't bounce as you walk.
7. Don't hurry!

RULES FOR BENDING PROPERLY

1. Keep back straight.
2. Place one foot one pace ahead of the other, with the weight on the balls of your feet.
3. Bend at your knees, not at your waist.

UNIT Personal Development

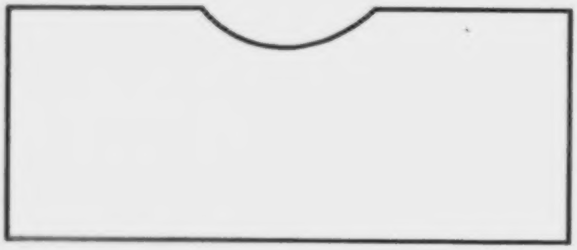
USING COLOR EFFECTIVELY

Purpose:

This activity will help the student to evaluate fabric color and pattern in light of their physical characteristics and personality.

Procedure

1. Cut fabric scraps into 1' x 14" pieces.*
2. Cut a neckline into each piece so it looks like this.



3. Divide the class in groups of 5 to 7 members each. Provide each group with at least 15 fabric samples (solids, prints and plaids) and a mirror.
4. Provide time for the students to "try on" samples, form opinions, receive reactions from group members and make a final decision on colors and patterns best suited to them.
5. Have students complete a "My Color Profile."

*Smaller pieces may be used to enable the students to coordinate colors and patterns.

UNIT: Personal Development

MY COLOR PROFILE

Student

Directions: Judge each color you've tried in terms of what it does or does not do for your skin, eye color and hair color.

Color of:

Eye ____________ Complexion ________________ Hair __________________

My best:

Bright Colors: ____

____

____

Dull Colors: ____

____

____

Light Colors: ____

____

____

Dark Colors: ____

____

____

Coordinated Colors: ____

____

____

Adapted from My Personal Profile. New York: New York: Milady Publications, 1973.

Supplement 23

UNIT: Personal Development

GROOMING SEARCH

D	A	N	O	I	T	A	N	I	B	M	O	C	B	I	C
T	E	A	S	T	R	I	N	G	E	N	T	R	E	N	F
D	W	R	E	G	K	N	Z	M	R	Z	N	E	P	G	D
F	O	I	M	H	A	O	U	C	O	G	T	M	A	R	M
S	R	L	C	A	N	I	A	E	I	V	J	E	H	O	A
A	O	I	P	E	T	T	T	R	A	N	C	S	R	W	Q
H	Z	M	O	R	I	O	H	E	I	N	U	S	A	N	J
V	A	P	S	D	P	L	L	N	O	R	G	O	F	I	P
D	R	R	T	B	E	P	E	O	B	A	H	L	H	T	K
R	C	E	U	D	R	C	T	I	G	O	Y	F	B	U	P
U	I	S	R	C	S	J	E	T	B	I	G	L	O	C	E
A	R	S	E	R	P	D	S	I	L	D	S	A	H	R	U
E	T	I	K	B	I	A	F	D	F	T	M	T	V	I	L
R	C	O	T	A	R	D	O	N	N	C	I	N	R	A	R
S	E	N	Z	C	A	L	O	O	P	W	M	E	S	H	T
M	L	A	U	R	N	R	T	C	T	E	S	D	X	N	K
B	E	B	M	Y	T	D	A	N	D	R	U	F	F	B	S
R	O	N	A	U	P	U	K	C	E	H	C	R	L	N	G
L	A	S	Z	C	N	B	Q	V	R	P	N	F	O	A	W

Supplement 23

1 ______ is a condition of the scalp characterized by flaking, irritation, and itching; it can be controlled by regular use of a special shampoo. (8)

2. Guys with acne should use an _____ ___________ to minimize irritation when shaving. (8, 5)

3. To prevent ________ toenails, trim nails straight across. (7)

4. A ________ rinse helps to detangle hair after washing and reduced static electricity. (5)

5. If acne is severe or persistent, a ________ (a doctor who specializes in the treatment of the skin), should be consulted. (13)

6. A deodorant reduces odor, while an _______ reduces the amount of perspiration and its odor. (14)

7. _________ ___________, available waxed or unwaxed, stimulates gums and cleans plague from between the teeth. (6.5)

8. If skin is oily, washing should be followed with an ____________ to remove excess oil. (10)

9. Good grooming is an important part of the first ________ you make on a job interview. (10)

10. Teeth should be brushed a minimum of ________ a day, and after eating, if possible. (5)

11. Great looking hair for guys and girls begins with a professional ______. (7)

12. A bath or shower at least ________ a day is a basic for everyone. (4)

13. A ______ skin type is usually normal around the cheeks and eyes and oily at the forehead, nose, and chin. (11)

14. When shaving, apply lather, allow it to soften the beard for at least two minutes, and shave ______ the growth of the beard. (4)

15. A ______ is applied to hair to make it more manageable and keep it in good condition. (11)

16. Visit a dentist once every six months for a ________. (7)

17. After a bath or shower, take extra care to dry between the toes carefully, to prevent ____________ __________. (8, 4)

18. Use a moisturizing body ________ after a bath or shower to prevent the ashy gray look. (6)

19. Good ________ keeps the body in proper alignment and makes you look and feel better. (7)

20. ________ hair gently every day to stimulate circulation of the scalp. (5)

GROOMING SEARCH SOLUTION

1. dandruff
2. electric razor
3. in-grown
4. creme
5. dermatologist
6. antiperspirant
7. dental floss
8. astringent
9. impression
10. twice
11. haircut
12. once
13. combination
14. with
15. conditioner
16. checkup
17. athlete's foot
18. lotion
19. posture
20. brush

D	A	N	O	I	T	A	N	I	B	M	O	C	B	I	C
T	E	A	S	T	R	I	N	G	E	N	T	R	E	N	F
D	W	R	E	G	K	N	Z	M	R	Z	N	E	P	G	D
F	O	I	M	H	A	O	U	C	O	G	T	M	A	R	M
S	R	L	C	A	N	I	A	E	I	V	J	E	H	O	A
A	O	I	P	E	T	T	T	R	A	N	C	S	R	W	Q
H	Z	M	O	R	I	O	H	E	I	N	U	S	A	N	J
V	A	P	S	D	P	L	L	N	O	R	G	O	F	I	P
D	R	R	T	B	E	P	E	O	B	A	H	L	H	T	K
R	C	E	U	D	R	C	T	I	G	O	Y	F	B	U	P
U	I	S	R	C	S	J	E	T	B	I	G	L	O	C	E
A	R	S	E	R	P	D	S	I	L	D	S	A	H	R	U
E	T	I	K	B	I	A	F	D	F	T	M	T	V	I	L
R	C	O	T	A	R	D	O	N	N	C	I	N	R	A	R
S	E	N	Z	C	A	L	O	O	P	W	M	E	S	H	T
M	L	A	U	R	N	R	T	C	T	E	S	D	X	N	K
B	E	B	M	Y	T	D	A	N	D	R	U	F	F	B	S
R	O	N	A	U	P	U	K	C	E	H	C	R	L	N	G
L	A	S	Z	C	N	B	Q	V	R	P	N	F	O	A	W

UNIT: Personal Development

NUTRITION AND EXERCISE

You probably get plenty of exercise every day. Exercise is an activity which uses the muscles of your body. Where do you get the energy for this activity? You get it from the source which supplies all of your energy--food. A healthy amount of exercise makes you want to eat. It helps your body use food properly. Exercise helps your blood circulate. Good circulation carries food to all parts of your body. You need several hours of exercise each day.

A. Underline the correct answers

1. Exercise is (a. not b. mental c. physical) activity.
2. All exercise uses (a. energy b. a ball c. the leg muscles).
3. A person your age needs (a. one hour of b. several hours of c. no) exercise each day.
4. The energy in food is measured in units called (a. gallons b. calories c. proteins).
5. A more active person uses (a. more energy than b. less energy than c. the same amount of energy as) a less active person.
6. Your diet should contain more calories on days when you are (a. not active b. very active c. slightly active).
7. Exercise and nutrition (a. are helpful to each other b. are harmful to each other c. do not affect each other).
8. Firm muscles need regular exercise and (a. nothing else b. high intelligence c. the right diet).

B. Fill in the blanks using words from the box.

use	food	circulatory	eat	muscles	blood

1. Exercise uses the __________ of your body.
2. The energy needed for exercise comes from __________.
3. A normal amount of exercise makes you want to __________.
4. Exercise helps your body __________ food properly.
5. Exercise improves the circulation of your ____________.
6. Your __________ system carries food to all parts of your body.

C. Answer these questions

1. Does everyone need the same amount of exercise?__________________________
2. Does everyone need the same amount of food?____________________________
3. How does exercise help food get to all of your body cells?_________________
4. Name some of your favorite exercise activities.__________________________

____

____

UNIT: Personal Development

HOW DO YOU RATE AS A FRIEND?

Directions: Place a check (√) in the appropriate column.

		Yes	No
1.	Do you know the difference between friends and acquaintances?	______	______
2.	Do you have several real friends?	______	______
3.	Are they still your friends after knowing you for a long time?	______	______
4.	Do they know you for what you really are?	______	______
5.	Would they support you in time of trouble?	______	______
6.	Do they seem to trust you?	______	______
7.	Do they inspire you to better living	______	______
8.	Do they build up your morale?	______	______
9.	Do they seldom quarrel with you?	______	______
10.	Would they lend you things they needed themselves?	______	______
11.	Do they refuse to be snobbish?	______	______
12.	Do you trust your friends?	______	______
13.	Do you avoid making cutting remarks about them?	______	______
14.	Do you make friends as easily among your own sex as with members of the opposite sex?	______	______
15.	Do you think of your friends as your equal?	______	______
16.	Can you take criticism from a friend without feeling angry?	______	______
17.	Are you glad to do a favor for a friend?	______	______
18.	Would you be unhappy without friends?	______	______

Source: Pieffer, S. H. Spirit Masters. Portland: J. Weston Walch Publishing Company.

UNIT: Personal Development

How Do You Get Along with Other People?

Everyone wants to make friends and be the sort of person that people like. Check yourself with these questions to see if you are developing traits that will help you to win friends. When you must honestly answer a question "no", change the question to a goal. Try to improve your behavior.

1. When you are with other people, do you try to look cheerful and friendly?
2. Before you join other people, do you try to groom yourself so that you create a clean and organized appearance?
3. When you are with others, do you try to make your voice sound attractive? Do you try to speak in pleasant tones?
4. When you meet someone for the first time, do you pay special attention and try to remember his or her name?
5. When you are with another person, do you try to converse about his or her major interests and encourage the other person to talk about them?
6. Can you listen attentively when someone is talking to you, even though the subject does not concern you personally?
7. When you are talking with a group, do you make an effort to see that others share in the conversation?
8. Do you show respect for another person's opinion when it differs from your own?
9. Do you show respect for older persons as well as for friends your own age?
10. Do you avoid making sarcastic remarks?
11. Do you refrain from upbraiding a person before others even when you think the reproach is deserved?
12. Do you try to understand the reasons for another person's behavior rather than making a snap judgment?
13. When someone makes a mistake in your presence, do you help him or her to save face by paying little or no attention to it?
14. When someone confides in you, can you refrain from being a talebearer?
15. Do you compliment your friends when they deserve praise?
16. Do you find at least one opportunity each day to assist another person?
17. When a new student enrolls in your class or joins your club, do you help him/her enter into the group activities?
18. Do you try to be prompt in what you agree to do?

UNIT: Personal Development

"NEW FRIEND"

Procedure:

This activity will help students to realize that friendship is something that grows. Each person involved must help to make it happen.

Procedure

1. Each student must select an acquaintance within that class.

   Suggestion:

   Let all the class members divide into equal groups with their buddies, then assign a number to each student in a group. Use the same numbers in another group, then let both "1's" or "2's" become "new friends."

2. To help break the ice, these students should sit together in class. At the beginning, the students should write descriptions of their new friends.

3. Each student should keep a daily diary of:

   a. How often he and/or she sat together or near one another in classes.

   b. If he or she ate lunch together.

   c. Phone calls made to the other.

   d. Way in which that new friend was a friend indeed.

   e. Way in which he or she was hurt or bothered by the new friend.

   f. New things learned about the new friend.

   g. What he or she did to get to know the new friend better.

   h. What he or she liked best about the new friend.

4. At the end of the week, the diary should be shared with the new friend and another set of new friends in small group session, then turned in to teacher for evaluation of participation in the activity.

Supplement 28

UNIT: Personal Development

RELATIONSHIP RAVEL

NAME ______________________ **DATE** ______________________

Below you'll find 12 of the qualities that help build strong relationships. But they're all scrambled up! Your job is to unravel each term using the definitions below, and write it in the space provided with just one letter per space. When you finish unraveling all the terms, write the circled letters, in the order they appear, into the "RELATIONSHIP CLUE" and see how these qualities can change your life!

1.	IINONDRCSAETO	_ (_) _ _ _ (_) (_) _ (_) _ _ _ _
2.	EEPANTIC	_ _ (_) (_) _ (_) _ _
3.	TEEPRSC	_ _ (_) (_) _ _ _
4.	DDIIPEBETNAYL	_ _ _ _ _ _ _ _ (_) _ _ (_) _
5.	NNNURSADGETDI	(_) _ _ _ (_) _ _ (_) _ _ (_) _ _
6.	LLYYAOT	(_) _ (_) (_) _ _ _
7.	SFIARSNE	(_) _ _ (_) _ (_) _ (_)
8.	OOMMNNCCAIITU	(_) _ (_) _ _ _ _ _ (_) _ _ (_) _
9.	STTRU	_ _ (_) _ _
10.	HSRANGI	_ _ _ _ (_) _ _
11.	CECECTAPNA	_ _ _ (_) _ _ (_) _ _ _
12.	EEFGSSRIOVN	_ _ _ _ (_) _ (_) _ _ _ _

CLUES

1. Phoning a friend to say that you will be 15 minutes late for your date is an example of ______.
2. Waiting 25 minutes--without complaining--for your sister, who was supposed to pick you up after school is a virtuous quality called ______.
3. Treating your parents with ______ shows that you admire them, and value their worth.
4. Being able to count on your brother to take over your paper route if you are sick, and knowing he'll do the job well, is called ______.
5. If you possess this quality called ______, you are able to comprehend the true meaning of another person's thoughts or feelings.
6. The devotions you feel for your friends and family is also called ______.
7. Being able to open-mindedly see two sides of a conflict without bias, and being willing to find a mutually satisfying solution is known as ______.
8. ______, or the ability to listen as well as talk effectively, is key to every relationship.
9. Confiding your innermost thoughts and feelings to your best friend, knowing that he/she won't tell anyone else is called ______.
10. The willingness to give half your lunch to a hungry friend is an example of ______.
11. Liking someone the way he/she is, whether or not he/she wears the latest fashions, is called ______.
12. Being able to accept an apology when someone you care about hurts you is called ______.

RELATIONSHIP CLUE:

G_O_R_L____O__HI_SW__HYO__F_M_____ND

__I_ND__ __AN __KEY__RL_F_H_PP__R!!

1. Consideration
2. Patience
3. Respect
4. Dependability
5. Understanding
6. Loyalty
7. Fairness
8. Communication
9. Trust
10. Sharing
11. Acceptance
12. Forgiveness

Good relationships with your family and friends can make your life happier!!

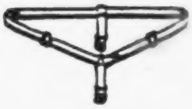
UNIT: Personal Development

NAME ______________________________

TIME FOR A TRIP

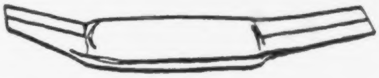
You're getting ready to leave for summer camp for two weeks, and your period is due sometime during the last week you'll be away. (You know that because you keep a calendar record!) You must pack everything you'll need since the camp is miles away from the nearest store. Below are some of the feminine protection products that are available for your use. You won't need all of the products pictured here, but you will want to plan on bringing those items that meet your individual needs. From among the products pictured write the number of the (or items) that fit the descriptions in the suitcase.

1. FEMININE BELT



2. SELF-ADHESIVE MAXI-PAD

3. FEMININE NAPKIN WITH TABS



4. SELF-ADHESIVE MINI-PAD

5. SANITARY PANTY

6. APPLICATOR TAMPON

7. NON-APPLICATOR TAMPON

A 6 & 7 to wear when you have your period and you want to swim

B 1 made of adjustable elastic and worn around the waist or hips to hold feminine napkins with tabs in place

C 4 to wear when you're expecting your period, or when your menstrual flow is light

D 2 full-size external protection that stays in place without feminine belts

E 5 wear with feminine napkins instead of your regular undergarments. Has special panel to help prevent moisture from leaking through

F 3 worn with a feminine belt or sanitary panty

G 6 Internal protection with a throw-away device to aid insertion

H 7 Internal protection that's inserted with your finger into the vagina

UNIT: Personal Development

SITUATIONS

I you haven't begun to menstruate yet, you are probably wondering when and where you will be when your period begins. Most girls do. Maybe you have thought about what would happen if your mother isn't around at the time, or if you are away from home when it begins. Think about how you would handle each of the situations described below. And if you've already begun to menstruate, explain what you would do in each case.

Sara was on an overnight camping trip with her Girl Scout troop. She had just finished cleaning up from dinner and had gone back to her tent to get her guitar to play for the campfire sing when she discovered that her panties felt dampish. When she checked, she discovered that her period had come. What should Sara do? She didn't bring any feminine protection with her.

It was Saturday and JoAnne and Kathy were shopping without their parents at the Inter city Mall. They stopped at the ladies room before lunch and JoAnne found drops of blood on her underpants. What should she do?

Carla discovered her period had arrived when she was staying overnight with her best friend, Barbara Jones. Barbara hadn't started menstruating yet and her mother was off at a meeting. Mr. Jones was home watching television. What should Carla do?

Marie discovered her period had come just before her science class was to begin. Her science teacher was a man named Mr. Castle. What would you do if you were Marie?

UNIT: Personal Development

CALENDAR QUIZ

Jane keeps a record of when her periods begin and end. This helps her know approximately what day to expect her next period. She is aware that her menstrual cycle will not be exactly the same from month to month. She also knows that her cycle is not the same as anyone else's cycle because each person is totally unique. Read the descriptions of when Jane's periods began and how long they lasted. Then, mark the calendar by circling each day her period began and drawing a line through the remaining days in each period.

-- Her period began on June 9th and lasted three days.
-- Her next period started on July 10th and lasted five days.
-- In August, Jane took a trip with her parents. All of the excitement caused her period to be delayed.
-- She got her period again on September 1st, and it lasted four days.
-- It came again on September 30th and lasted five days.
-- Her next period began on October 31st and lasted five days.

JUNE

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JULY

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

A Count the number of days in each menstrual cycle (beginning with the first day of Jane's period and ending with the day before her next period.)

1. 31 2. 53 3. 29 4. 31

B About when should Jane expect to get her next period? about November 28, 29 or 30

C How many days is her next period likely to last? about five days

Supplement 32

UNIT: Personal Development

NAME ____________________

UNDERSTANDING YOUR ANATOMY:
Vocabulary Quiz

You have been learning a great deal about yourself and especially about menstruation. There are many new words to remember. This word review is designed to help you understand your anatomy and the process of menstruation. Read each phrase in the left-hand column and find the word in the right--hand column that best fits the descriptions. Write the number on the correct word in front of each phrase.

____ A. The tube shaped passage way which leads from the outside of the body to the uterus.

____ B. A single cell smaller than a grain of salt which contains one half of the material necessary to create a baby.

____ C. Includes the labia, urinary opening and the opening to the vagina.

____ D. Two narrow tubes connected to the upper right and left sides on the uterus. At the end of each tube is an ovary.

____ E. The days when menstruation take place.

____ F. The process by which the lining of the uterus is shed periodically as the menstrual flow. It happens about once a month except during pregnancy.

____ G. The opening behind the vulva where bowel movements come out.

____ H. Folds of skin between the legs with pubic hair growing on them.

____ I. The narrow end of the uterus which has a small opening that connects with the vagina.

____ J. The lining of the uterus and the unfertilized egg cell, which leave the uterus through the vagina during menstruation.

____ K. The opening where urine comes out.

____ L. The inside layer or the uterus made or blood and tissue.

____ M. Two small organs on either side of the uterus about the size of a walnut where egg cells are stored.

____ N. The folds on skin inside the outer labia which close over the urinary opening and vaginal opening.

____ O. A piece of skin which partly covers the opening of the vagina in some girls.

____ P. A muscular organ about the size and shape of an upside-down pear, located inside the body in the lower abdomen between the hips. (Where babies develop before birth).

____ Q. The release of an egg cell by an ovary.

1. Outer Labia
2. Inner Labia
3. Vulva
4. Ovulation
5. Urinary Opening
6. Hymen
7. Anus
8. Vagina
9. Uterus
10. Fallopian Tubes
11. Ovaries
12. Egg Cell
13. Menstrual Flow
14. Period
15. Lining
16. Menstruation
17. Cervix

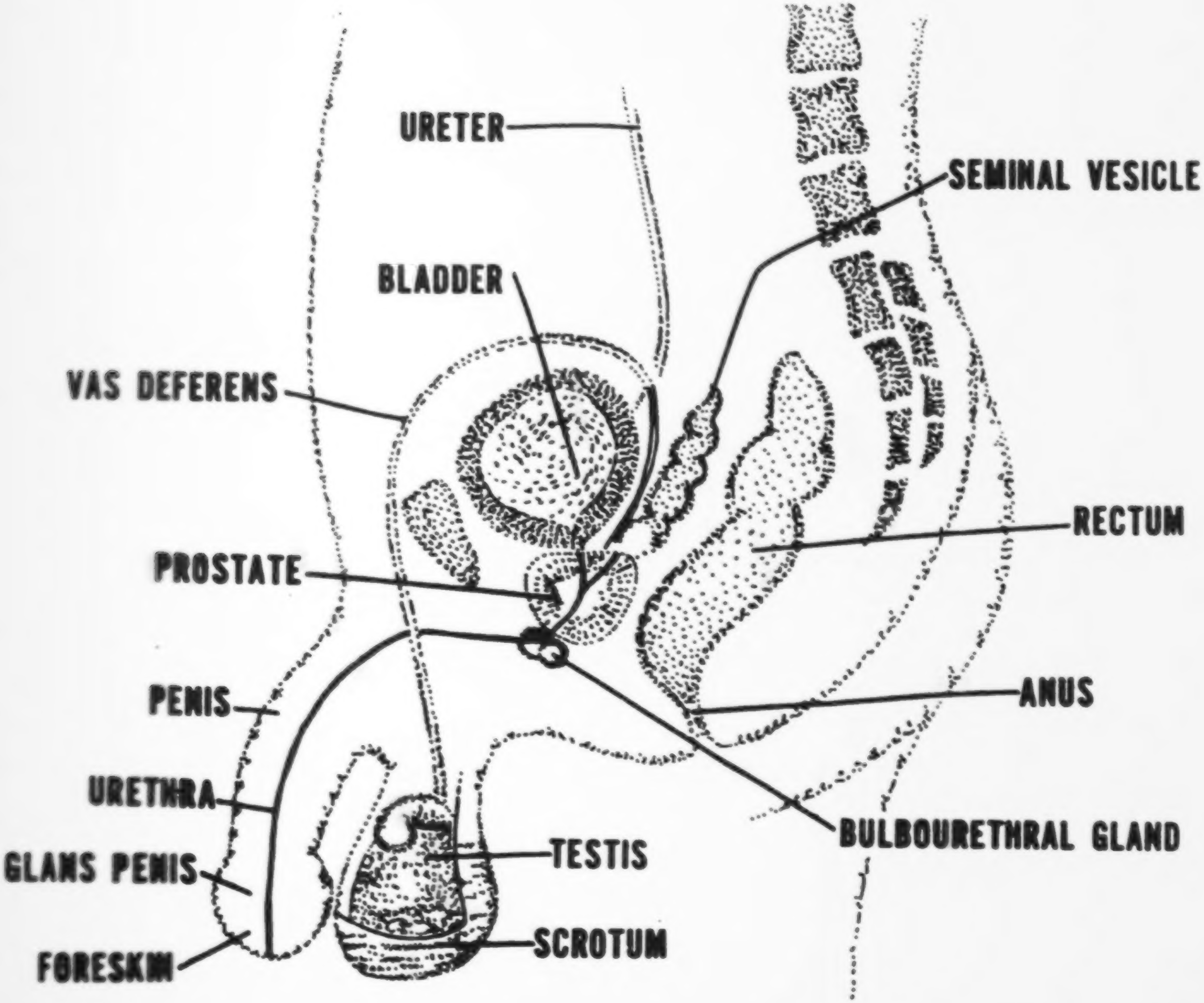
Supplement 32

UNDERSTANDING YOUR ANATOMY:
Vocabulary Quiz Answers

8	A.	The tube shaped passage way which leads from the outside of the body to the uterus.	1. Outer Labia
12	B.	A single cell smaller than a grain of salt which contains one half of the material necessary to create a baby.	2. Inner Labia
3	C.	Includes the labia, urinary opening and the opening to the vagina.	3. Vulva
10	D.	Two narrow tubes connected to the upper right and left sides on the uterus. At the end of each tube is an ovary.	4. Ovulation
14	E.	The days when menstruation take place.	5. Urinary Opening
16	F.	The process by which the lining of the uterus is shed periodically as the menstrual flow. It happens about once a month except during pregnancy.	6. Hymen
7	G.	The opening behind the vulva where bowel movements come out.	7. Anus
1	H.	Folds of skin between the legs with pubic hair growing on them.	8. Vagina
17	I.	The narrow end of the uterus which has a small opening that connects with the vagina.	9. Uterus
13	J.	The lining of the uterus and the unfertilized egg cell, which leave the uterus through the vagina during menstruation.	10. Fallopian Tubes
5	K.	The opening where urine comes out.	11. Ovaries
15	L.	The inside layer or the uterus made or blood and tissue.	12. Egg Cell
11	M.	Two small organs on either side of the uterus about the size of a walnut where egg cells are stored.	13. Menstrual Flow
2	N.	The folds on skin inside the outer labia which close over the urinary opening and vaginal opening.	14. Period
6	O.	A piece of skin which partly covers the opening of the vagina in some girls.	15. Lining
9	P.	A muscular organ about the size and shape of an upside-down pear, located inside the body in the lower abdomen between the hips. (Where babies develop before birth).	16. Menstruation
4	Q.	The release of an egg cell by an ovary.	17. Cervix

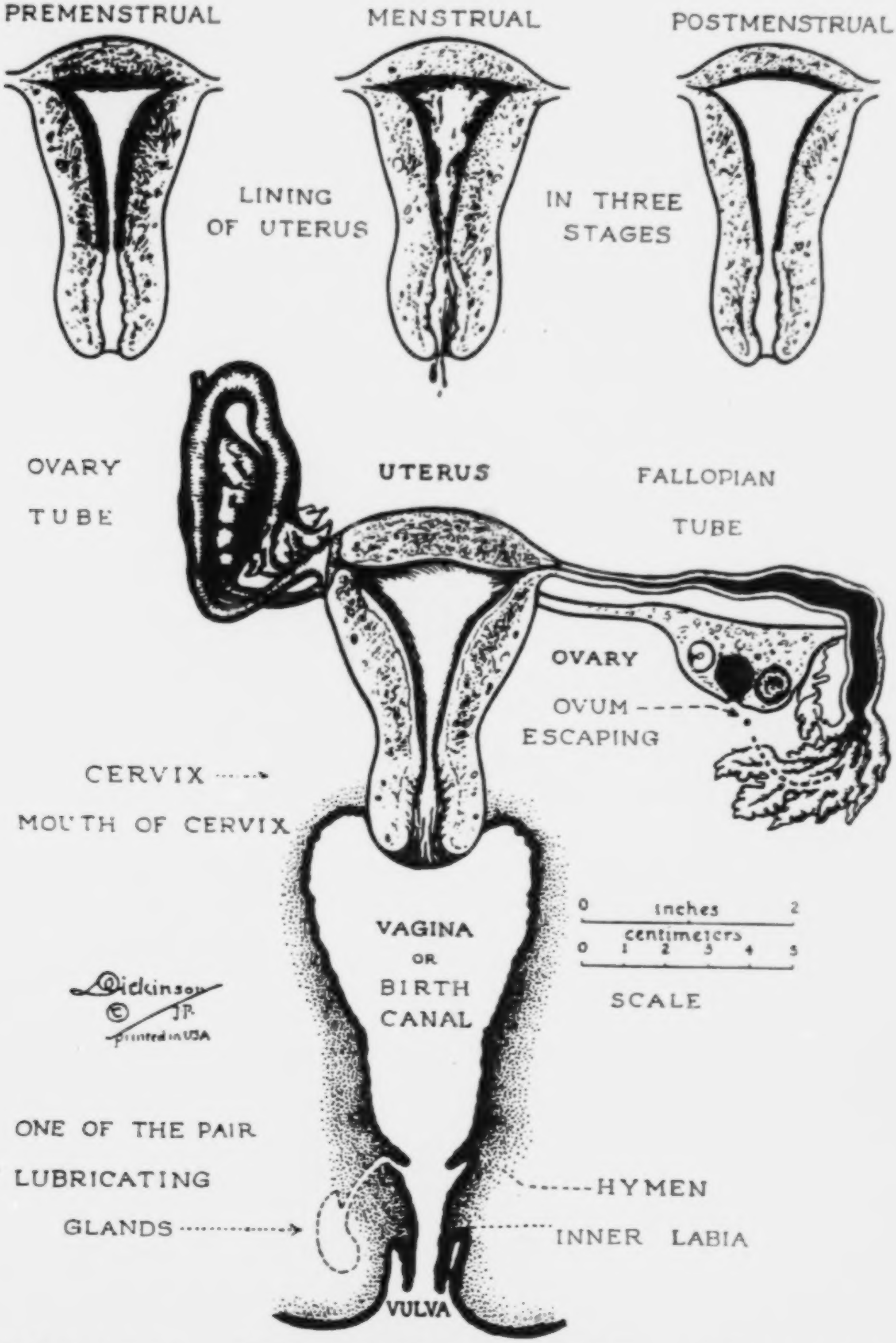
PERSONAL DEVELOPMENT TRANSPARENCY MASTERS

MALE REPRODUCTIVE SYSTEM



Transparency Master 2

UNIT: Personal Development



FEMALE REPRODUCTIVE ORGANS

UNIT: Personal Development

HEALTH RISKS OF TEEN SEX

- PREGNANCY
- INFANT MORTALITY/MORBIDITY
- MATERNAL MORTALITY/MORBIDITY
- SEXUALLY TRANSMITTED DISEASES
- DAMAGED FUTURE FERTILITY
- CANCER OF REPRODUCTIVE ORGANS

"If you want to stay risk free, stay sex free.

If you choose sex, you choose the risk."

UNIT: Personal Development

PSYCHOLOGICAL AND SOCIAL CONSEQUENCES OF TEEN SEX

- HIGH PERCENTAGE OF SCHOOL DROP OUTS
- DAMAGED PEER RELATIONSHIPS
- LIMITED JOB OPPORTUNITIES
- DAMAGE TO REPUTATION
- WELFARE DEPENDENCY
- LIFETIME POVERTY
- REPEATED TEEN PREGNANCIES/LARGE FAMILIES
- DEVELOPMENTALLY DELAYED CHILDREN
- DAMAGED/END TO RELATIONSHIP WITH PARTNER
- HIGH DIVORCE PERCENTAGE
- HIGH SINGLE PARENT PERCENTAGE/ISOLATION
- DAMAGED FAMILY RELATIONSHIPS
- HIGHER CHILD NEGLECT RATE

"If you want to stay risk free, stay sex free. If you choose sex, you choose the risk."

BIRTH CONTROL CHOICES

Abstinence
Withdrawal
Natural Family Planning
Condoms
Foams, Creams, and Jellies
Suppositories
Diaphragm
Pills
Combination Methods
Vasectomy
Tubal Ligation
Sponge

EXCUSES . . .EXCUSES

- I would use birth control, but it costs too much . . .
- I would use birth control, but I'm afraid it might hurt me . . .
- I would use birth control, but it's too much trouble . . .
- I would use birth control, but its too embarrassing to talk about it with my partner . . .
- I would use birth control, but we've just been having sex for a couple of months so I don't have to worry yet . .

Use Birth Control

"Rules" For Teens

- Only 1 method of birth control is 100% effective. Not having sex! (ABSTINENCE)
- If you don't want to take any risks, don't have sex.

Useful Birth Control "Rules" For Teens

- If you can't afford birth control, you can't afford to have sex. Birth control is cheap! It costs a lot less than pregnancy, childbearing, childrearing or abortion.

- Birth control is safe. In your age group, any method of birth control is 5 to 10 times safer than pregnancy and childbearing.

- Using birth control some of the time isn't good enough.

- If you're planning to have sex & you're not planning to use birth control, then you are planning a pregnancy.

148

Transparency Master 7

Useful Birth Control "Rules" For Teens

- Most teens get pregnant because they fail to use birth control, not because their birth control method fails them!

- Using anything helps!

- Two methods work better than 1, if one method fails; you have a back up method, plus it makes sense for both partners to share the responsibility.

- If your boyfriend or girlfriend won't talk to you ahead of time about birth control, babies, etc. - don't have sex with him or her.

NUTRITION AND FOOD USE

1 COMPETENCY: Make personal dietary decisions based on accurate information and comprehension of nutritional needs.

2. COMPETENCY: Arrange kitchen work centers using principles of storage and work simplification.

3. COMPETENCY: Apply principles of personal cleanliness and sanitation in food storage, preparation, and service.

4. COMPETENCY: Prepare and serve food using appropriate work techniques, equipment, materials, utensils, and measurement.

5. COMPETENCY: Be aware of employment opportunities in food- related careers.

CONCEPTUAL STRUCTURE

UNIT: Nutrition and Food Use

COMPETENCY: NF-I. The student will make personal dietary decisions based on accurate information and comprehension of nutritional needs.

A. Diet
  1. Definition
  2. Dietary patterns
    a. sociological factors
    b. psychological factors
    c. attitudinal factors

B. Nutrition
  1. Definition
  2. Food Nutrients
    a. growth
      (1) protein
      (2) minerals
    b. regulation
      (1) vitamins
      (2) minerals
      (3) water
    c. energy
      (1) carbohydrates
      (2) fats
      (3) protein
  3. Daily Food Guide
    a. purpose
    b. food groups
      (1) nutritive value
      (2) food included
    c. meal planning
    d. factors influencing needs
      (1) age
      (2) health
      (3) activity level
      (4) pregnancy/lactation

COMPETENCY: NF-II. The student will arrange kitchen work centers using principles of storage and work simplification.

C. Kitchen management
  1. Safety Procedures
  2. Equipment/Utensils
  3. The Recipe
    a. parts
    b. following directions
      (1) terminology
      (2) equipment
      (3) work center arrangement

COMPETENCY: NF-III. The student will apply principles of personal cleanliness and sanitation in food storage, preparation, and service.

4. Sanitation procedures
  a. food
    (1) consumer protection
    (2) storage
    (3) handling
    (4) preparation
  b. work center
  c. school cafeteria

COMPETENCY: NF-IV. The student will prepare and serve food using appropriate work techniques; equipment; materials; utensils and measurements.

D. Food Preparation
  1. Establishing Work Plan
  2. Handling Equipment
  3. Measuring Techniques
  4. Interpreting Terminology
  5. Following the Recipe

E. Table Setting and Service
  1. Identifying Tableware
  2. Arranging Place Setting
  3. Serving a Meal
  4. Table Etiquette

COMPETENCY: NF-V. The student will be aware of employment opportunities in food related careers.

F. Careers
  1. Purpose of Work
  2. Definition
  3. Personality Considerations
  4. Food Industry
    a. job opportunities
    b. job titles
      (1) skill and knowledge requirements
      (2) job chores and responsibilities
    c. personality characteristics needed

UNIT: **Nutrition and Food Use**

COMPETENCY: **NF-I** **The student will make personal dietary decisions based on accurate information and comprehension of nutritional needs.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Given a list of food practices, the student will correlate them with sociological, cultural, or psychological influencers with 90 percent accuracy.	1.1 Identify attitudes and practices relating to food.	1.1a Read and Discuss Directed Reading Assignments.	Chamberlain, V. et al., Teen Guide, pp. 368-371. Dunn & Peeler, Living, Learning and Caring, pp. 249-252.
		1.1b Identify food names used in everyday phrases. Examples: flat as a (pancake) hot (potato) slow as (molasses) easy as (pie) it's a piece of (cake) that car is a real (lemon) cool as a (cucumber)	Teacher directed
		1.1c Complete an "Attitudes and Practices" survey. Administer this survey to three friends who are not in home economics classes. Tally responses and display results in the home economics department. Repeat the survey at the end of the year and compare results.	Supplement 1

UNIT: **Nutrition and Food Use**

COMPETENCY: **NF-I** **The student will make personal dietary decisions based on accurate information and comprehension of nutritional needs.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.2 Name sociological factors which influence food consumptions.	1.2a Read selected references and identify: • Ten sociological conditions which can influence food habits. • Three cultures that have strong beliefs about food which influence food habits.	School and community library materials. Kowtaluk, H., Discovering Nutrition, pp. 90-96.
		1.2b Compare survey results against sociological and cultural information obtained from readings.	
		1.2c Brainstorm for probable causes of individual attitudes and preferences.	
	1.3 Identify psychological factors which influence eating habits.	1.3a Attend a teacher presentation on feelings and food choices.	Kowtaluk, H., Discovering Nutrition, pp. 94-95.
		1.3b Collect magazine pictures, phrases, advertisements, etc. which may stimulate emotions and effect food habits.	Various magazines
		1.3c Label each illustration with: • Emotion stimulated • Possible effect on food habits.	
		1.3d Play "Food Lotto."	Supplement 2

UNIT: **Nutrition and Food Use**

COMPETENCY: **NF-I** **The student will make personal dietary decisions based on accurate information and comprehension of nutritional needs.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
2. Given an objective test on nutrients, the student will correctly respond to 80 percent of the items.	2.1 Name the nutrient groups and food sources and describe the role of each group in maintaining the body.	2.1a Complete a Food Knowledge Survey.	Supplement 3
		2.1b Complete and Discuss Directed Reading Assignment.	Chamberlain, V. et al., Teen Guide to Homemaking, pp. 372-376. Dunn & Peeler, Living, Learning, and Caring, pp. 225-244.
		2.1c View and discuss filmstrip: Food to Grow On.	Tupperware Educational Services Transparency Masters 1, 2, 3
		2.1d Respond to teacher prepared true/false quiz.	
	2.2 Describe the role specific nutrients have in promoting growth and sustaining health.	2.2a Attend a teacher directed lesson on the function of nutrients.	Teacher Prepared Medved, E., The World of Food, pp. 388-389.
		2.2b Select a nutrient from the fish bowl. Spend several days becoming an "expert" on this nutrient. Participate in Twenty Questions	Supplement 4
		2.2c Participate in "Who Am I?"	Supplement 4
		2.2d Prepare a bulletin board.	

UNIT: **Nutrition and Food Use**

COMPETENCY: **NF-I** **The student will make personal dietary decisions based on accurate information and comprehension of nutritional needs.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
3. Given an incomplete family menu for one week, the student will select foods to nutritionally balance the diet and provide variety of color, flavor, texture, shape, and temperature.	3.1 Name the food groups in the Daily Food Guide and describe their use.	3.1a Read and Discuss Directed Reading Assignment.	Daily Food Guide, Food For Today, Teacher Resource Guide, p. 111. Brinkley, J.H. et al., Teen Guide to Homemaking, pp. 378-383. Dunn & Peeler, Living Learning, and Caring, pp. 253-264.
		3.1b Attend a teacher presentation about the Daily Food Guide. Take notes.	
		3.1c Using notes, complete and discuss in small groups: Key Words Puzzle, Find the Fire, A Kettle of Fun.	"A Kettle of Fun." The World of Food, Activity Sheet 17
		3.1d Review using computer program: Nutrition. Basics Plus.	OJ Software System 338 South Arch Ave. New Richmond, WI.
	3.2 Group foods within the Daily Food Guide and describe the nutritional value of each group.	3.2a Collect a variety of food pictures from magazines. Complete the classroom bulletin board by placing foods around appropriate daisy petals.	Magazine/Food Package Labels
		3.2b Place a food item in a basic group when given only the nutritional value of the item.	Comparison Cards. National Dairy Council.
		3.2c Play: Toss a Fact.	Supplement 4

UNIT: **Nutrition and Food Use**

COMPETENCY: **NF-I** **The student will make personal dietary decisions based on accurate information and comprehension of nutritional needs.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	3.3 Plan meals which are nutritionally and aesthetically pleasing.	3.3a Participate in a teacher directed lesson on variety in planned meals.	Medved, E., The World of Food, pp. 384-407.
		3.3b Play: Spellbound.	Supplement 4
		3.3c Evaluate planned meals for variety of nutrients, color, texture, flavor, shape, and temperature.	Magazine Teacher Prepared Menus
		3.3d Attend a teacher presentation of ways of achieving variety in meals.	Kowtaluk, H., Discovery Nutrition, p. 111.
		3.3e Discuss unit pricing, comparison shopping, and eating at home versus eating at a restaurant.	Food pictures/models
		3.3f Use food models or pictures to plan nutritionally balanced meals.	
	3.4 Make appropriate food choices.	3.4a Go to the learning center with three classmates. Complete a minimum of two activities using the self teaching kit on a balanced diet.	Magazine pictures National Dairy Council Supplements 5 and 6
		3.4b To reinforce basic spelling skills, have the students circle the correct spellings from a list such as: 1. lettice lettuce 2. potatoe potato 3 broccoli brocolli	

UNIT: **Nutrition and Food Use**

COMPETENCY: **NF-I** **The student will make personal dietary decisions based on accurate information and comprehension of nutritional needs.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		3.4c Select meals from a restaurant menu to satisfy personal preferences, nutritional needs and adequate variety.	
		3.4d Record personal diet for three days and evaluate.	Supplement 7
		3.4e Listen to a qualified person discuss various types of school lunches.	School cafeteria supervisor and/or manager
		• Use FHA/HERO to work as an advisory committee with the lunch program.	County/District lunch program supervisor
		• Survey the student body to identify lunch time food preferences.	Teacher/student prepared survey (approved by the principal)
		• Plan nutritionally balanced lunches that will meet the preferences of classmates. Form a committee of students to present recommendations to the cafeteria manager.	

UNIT: **Nutrition and Food Use**

COMPETENCY: **NF-I** **The student will make personal dietary decisions based on accurate information and comprehension of nutritional needs.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
4. Given a selection of facts about nutrition throughout the life cycle, the student will distinguish between those which are true and those which are false, with 90 percent accuracy.	4.1 Explain what is meant by RDA and use the guide to identify the nutrient needs of the adolescent.	4.1a Carefully review the Recommended Daily Dietary Allowances Chart.	Chamberlain, V. et al., Teen Guide, pp. 376-377. Medved, E., The World of Food, pp. 411-413.
		4.1b Discuss labeling.	Food For Today Guide, pp. 110-117.
		4.1c Label logic test.	Supplements 8 & 9
	4.2 List variables which influence nutritional requirements.	4.2a Participate in class discussion. • Why do nutrient needs vary by age? • Why do nutrient needs vary by sex? • Why do energy needs decrease with age increase?	Kowtaluk, H., Discovering Nutrition, pp. 62-69, 78-79. Supplement 10
		4.2b Discuss the nutritional needs of children beginning with infancy.	Kowtaluk, H., Discovering Nutrition, pp. 70-82. Supplement 11
		4.2c Complete three "I learned..." statements.	Personal Development Supplement 9

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		4.2d Attend a teacher presentation on weight control and problems with diets/diet aids.	Food for Today Guide, pp. 112-116. Controlling Your Weight, Discovering Nutrition, Student Guide, pp. 79-80. Kowtaluk, H., Discovering Nutrition, pp. 120-131. Supplement 12
		4.2e Choose a popular diet and evaluate it, using the summary sheets.	Supplement 13
		4.2f. Discuss in class problems with anorexia nervosa.	Supplement 14
		• Answer and discuss "Get Smart."	Supplement 15
		• Read and discuss why some teens are starving themselves to death.	Supplement 16
	4.3 Describe the impact of pregnancy and lactation on nutrient needs.	4.3a Complete and Discuss Directed Reading Assignments.	Food For You: Partners in Growth, National Dairy Council Kowtaluk, H., Discovering Nutrition, pp. 83-88.
		4.3b View the filmstrip Inside My Mom.	National Foundation of the March of Dimes

UNIT: **Nutrition and Food Use**

COMPETENCY: **NF-I** **The student will make personal dietary decisions based on accurate information and comprehension of nutritional needs.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		4.3c Plan meals for three days to meet the nutritional needs of a pregnant woman.	Teacher Directed
		4.3d Select a term from the fishbowl. Take several days to read references available at learning centers and display areas in the room. Write a news release for the school newspaper to provide the student body with vital information about this term.	Supplement 17
		4.4d Play game "Who Am I?"	Supplement 4

UNIT: **Nutrition and Food Use**

COMPETNCY: **NF-II** **The student will arrange kitchen and work centers using principles of storage and work simplification.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Given a kitchen unit, the student will locate 100 percent of the safety hazards which have been simulated.	1.1 List areas and items in the kitchen which require special safety considerations.	1.1a Complete and Discuss Directed Reading Assignments.	Chamberlain, V. et al., Teen Guide, pp. 438-441. Dunn & Peeler, Living, Learning, and Caring, pp. 333-334, 338.
		1.1b Make a list of: ● Work saving ideas ● Kitchen safety guides	
		1.1c Attend a teacher directed review of work arrangements for safety.	Medved, E., The World of Food, pp. 78-80. Transparency Masters 4, 5, 6
	1.2 Describe safety procedures for specified items.	1.2a Brainstorm special safety precautions to take with each of the following: major appliances knives sharp objects hot pots pans racks electrical outlets cords floor/counter space time of emergency	Supplement 18
		1.2b List preventative steps to lessen the incidence of accidents from burns, cuts, falls, and poisoning.	Kowtaluk, H., Discovering Food, pp. 30-34.

UNIT: **Nutrition and Food Use**

COMPETENCY: **NF-II** **The student will arrange kitchen and work centers using principles of storage and work simplification.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.2c After teacher led discussion on safety in the kitchen, divide students into groups of 2 or 3. The students create safety slogans. Examples: "A holder for a pot keeps your hand from getting hot." "In the dishwater you cannot see, a knife that might cut you and me."	
2. When asked to do so, the student will correctly name, locate, and/or describe the use of small kitchen utensils.	2.1 Identify kitchen appliances by name and describe basic use and care procedures.	2.1a Independently review use and care guides for appliances. 2.1b List daily care procedure for each appliance in your notebook.	Appliance Use and Care Guides Kowtaluk, H., Discovering Food, pp. 26-29. Chamberlain, V. et al., Teen Guide, pp. 424-426, 491-495. Dunn & Peeler, Living Learning, and Caring, pp. 317-319, 335.
	2.2 Locate and name small kitchen utensils.	2.2 Explore kitchen units to identify: ● Utensils and equipment included ● Placement of these tools	Classroom laboratory Kowtaluk, H., Discovering Food, pp. 21-25. Chamberlain, V. et al., Teen Guide, pp. 426-431.

174

175

UNIT: **Nutrition and Food Use**

COMPETENCY: **NF-II** **The student will arrange kitchen and work centers using principles of storage and work simplification.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	2.3 Describe the correct and/or most common use of kitchen utensils.	2.3a Group kitchen utensils in the following categories: 1. Stirring/turning tools 2. Beating/whipping tools 3. Cutting/chopping/mashing tools 4. Straining/sifting tools 5. Measuring tools 6. Various preparation tools 7. Baking tools	Medved, E., The World of Food, pp. 28-47.
		2.3b Participate in a teacher demonstration of the use of several basic utensils.	Transparency Masters 7, 8, 9, 10
		2.3c Identify tools which can serve dual purposes.	
		2.3d Play "Equipment Password."	Supplement 19
3. Given a basic recipe the student has not previously seen, the student will use only the information provided in it to properly organize all necessary utensils and appliances in the work center.	3.1 Identify the basic/parts of a recipe.	3.1a Complete and Discuss Directed Reading Assignment.	Dunn & Peeler, Living, Learning, and Caring, pp. 321-323.

UNIT: Nutrition and Food Use

COMPETENCY: NF-II The student will arrange kitchen and work centers using principles of storage and work simplification.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		3.1b Collect favorite recipes. Students are to decorate an index card file box that will be used to store recipes chosen by the students. Division examples: • main course • appetizers • desserts • snacks • holiday foods.	
		3.1c Analyze several recipes to identify: • ingredients • measurements • directions	Chamberlain, V. et al., Teen Guide, pp. 432-437.
		3.1d Using simple recipes, put one step/instruction on each card. Have the students work in groups to put the cards in the proper order.	
		3.1e Practice increasing and decreasing recipes.	Supplement 20
	3.2 Equip and arrange the work center to carry out the tasks involved.	3.2a Make a list of commonly used preparation terms in your notebook. • Write a definition for only those which are new to you	Chamberlain, V. et al., Teen Guide to Homemaking, p. 433. Dunn & Peeler, Living Learning, and Caring, pp. 324-332. Medved, E., The World of Food, pp. 58-63.

178 179

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		3.2a • Add frequently used abbreviations. • Study these terms so that they become part of your working vocabulary.	
		3.2b Cooking Concentration Game: Teacher prepares a set of cards. On one card is written the term. On another card is the definition. The cards are shuffled and placed face down in rows (or hung on pegs on a pegboard). Two students play, each taking turns turning one card and trying to match it with its counterpart (without turning all the cards over).	Teacher Directed
		3.2c Identify terms in a recipe which indicate: • technique to be used • utensils needed • abbreviations used	Transparency Master 4
		3.2d Participate in dry run experiences to gain skill in arranging a kitchen work center.	

UNIT: **Nutrition and Food Use**

COMPETENCY: **NF-III** **The student will apply principles of personal cleanliness and sanitation in food storge, preparation, and storage.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Given an objective test on food safety practices, the student will respond to each item correctly.	1.1 Explain why cleanliness around food is essential.	1.1a Complete and Discuss Directed Reading Assignment.	Chamberlain, V. et al., Teen Guide, p. 439.
		1.1b Carefully study government guidelines for safe handling of food.	Supplement 21
	1.2 Demonstrate proper sanitation practices around food and food equipment.	1.2 Examine the laboratory kitchen unit and identify essential chores to be done. ● Daily ● Weekly ● Monthly	
	1.3 Recognize unsafe practices around food and be prepared to report them.	1.3a. Attend a presentation on sanitation requirements in food service.	Lunchroom Manager/ Supervisor
		1.3b Participate in a guided tour of the school cafeteria while workers are preparing the school lunch. Observe cafeteria workers as you go through the lunch line.	
		1.3c Study the FDA Consumer memo. Prepare a letter, to the local health department, reporting unsafe practices at a fast food store.	Supplement 22

UNIT: **Nutrition and Food Use**

COMPETENCY: **NF-IV** **The student will prepare and serve food using appropriate work techniques; equipment; materials; utensils; and measurements.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. The student will select appropriate equipment , perform essential tasks, and manage the work centers suitable for a specific food preparation assignment.	1.1 Working cooperatively with partner, perform duties/responsibilities.	1.1a Participate in: Campaign Manager. (Winning group will select/prepare nutritious snacks with teacher's guidance.)	Supplement 23
		1.1b Determine individual tasks.	
		1.1c Use practice recipes and determine tasks to be accomplished.	
		1.1d Answer questions about recipes.	Recipe books Supplement 24
		1.1e Proceed through "dry runs" to achieve skill in a variety of preparation tasks (students select recipes from available resources, if time permits).	Classroom References
	1.2 Put safety and sanitation procedures into practice.	1.2a Review safety and sanitation principles.	
		1.2b View related films.	Department of Health and Enviornmental Control films
	1.3 Handle and use utensils and small appliances properly.	1.3a Participate in teacher demonstrations on utensils and preparation techniques.	Work centers Laboratory equipment and supplies
		1.3b Assist in demonstrations.	Sample recipes

UNIT: **Nutrition and Food Use**

COMPETENCY: **NF-IV** **The student will prepare and serve food using appropriate work techniques; equipment; materials; utensils; and measurements.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.3c Learn to associate preparation terms with specific utensils. Quiz lab partners to increase rate at which associations can be made.	Medved, E., The World of Food, pp. 28-47.
		1.3d Handle and use utensils in "pretend" sessions. Constructively critique lab mates performance.	Kitchen utensils
	1.4 Demonstrate skill in performing basic preparation techniques.	1.4a Participate in a variety of lab activities to assume different tasks in each lab experience.	
		1.4b Review food lab performance rating scale.	Supplement 25
		1.4c Identify a performance weakness each time and contract with yourself for a degree of improvement.	Personal Development Supplement 8
2. Given the day's menus for family meals, the student will be able to arrange an attractive and appropriate table setting for each meal.	2.1 Name the essential tableware for a place setting.	2.1a Read and Discuss Directed Reading Assignments.	Dunn & Peeler, Living, Learning, and Caring, pp. 273-274. Chamberlain, V. et al., Teen Guide, pp. 401-402, 404-405.

UNIT: **Nutrition and Food Use**

COMPETENCY: **NF-IV** **The student will prepare and serve food using appropriate work techniques; equipment; materials; utensils; and measurements.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		2.1b Define the following terms in your notebook: dinnerware, flatware, glassware, place setting.	Transparency Master 13
		2.1c Explain what is meant by a table appointment and give a few examples of appropriate appointments.	
		2.1d Complete tableware: "Buy It Right"	Supplement 26
	2.2 Arrange a basic place setting.	2.2a Attend a teacher directed lesson on tablesetting.	Transparency Master 15
		Carefully study basic principles of table service.	Medved, E., The World of Food, pp. 419-428. Chamberlain, V. et al., Teen Guide, pp. 497-500.
		2.2b Read and discuss how to set a table.	Supplement 27
		2.2c Arrange place settings for breakfast, lunch, and dinner. Constructively critique one another's place settings.	Dunn & Peeler, Living, Learning, and Caring, pp. 273-277.
		a. How Would You Set It b. Set It Right	Kowtaluk, et al., Food For Today, Guide book, pp 144-159. Supplement 28 and 29

UNIT: **Nutrition and Food Use**

COMPETENCY: **NF-IV** **The student will prepare and serve food using appropriate work techniques; equipment; materials; utensils; and measurements.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	2.3 Arrange a basic place setting.	2.3a Discuss the effect a meal menu has on table setting. Give examples of basic place setting changes which might occur because of the menu. 2.3b Use menu plans to determine tableware needs for an individual/family. 2.3c Use a menu of your choice to set a breakfast/lunch/dinner table for a family.	
	2.4 Practice appropriate table manners and service.	2.4a Read and Discuss Directed Reading Assignments.	Chamberlain, V. et al., Teen Guide pp. 402-403. Dunn & Peeler, Living, Learning and Caring, pp. 278-282.
		2.4b Recreate given situations with classmates in order to recognize and/or determine good manners.	Transparency Masters 14 and 15 Medved, E., The World of Food, pp. 428-433.

UNIT: **Nutrition and Food Use**

COMPETENCY: **NF-V** **The student will list employment opportunities in the food related industries.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Using information gathered in activities 1.2 and 1.3, write a personal profile to describe an individual suited to a career in the foods related industries.	1.1 List personal characteristics which should be considered when selecting a career.	1.1a Interview three adults working in a (food related) career. Ask such questions as the following: • What is your job title? • How did you choose the field you are in? • When did you begin to consider this career? • Why did you choose this career? • Are you happy in your work? Why or why not? Share interview responses during class discussion.	Employed Adults
		1.1b Listen to a presentation on career considerations. Take notes.	School Guidance Counselor Community Professional Local Fast Food Restaurant Manager Dietitian
		1.1c Review notes from the personal development unit and list personal characteristics which might influence a career choice.	

UNIT: **Nutrition and Food Use**

COMPETENCY: **NF-V** **The student will list employment opportunities in the food related industries.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.2 Name food service/hospitality industry careers.	1.2a Use reference materials to identify careers associated with food and hospitality.	Kowtaluk, H., Discovering Nutrition, pp. 13-17. Medved, E., The World of Food, pp. 504-515.
		1.2b Discuss various careers in nutrition.	Supplement 30
		1.2c Describe the duties/responsibilities of each job.	School/community library facilities and materials Chamberlain, V. et al., Teen Guide, pp. 496-501.
		1.2d Conclude why food related occupations are often listed as hospitality industry careers.	School Guidance Department materials
	1.3 Describe personal aptitude and/or attraction for a career in food service.	1.3a Compare job duties/responsibilities with personality descriptors.	Personal Development notes and activity sheets
		1.3b Complete and discuss "I learned ..."statement(s).	Personal Development Supplement 9 NF-I #4.2b

NUTRITION AND FOOD USE SUPPLEMENTS

Supplement 1

UNIT: Nutrition and Food Use

ATTITUDE SURVEY

Put a check by all of the statements with which you agree.

________ 1. What I eat is more important than how much I eat.
________ 2. As long as I maintain my weight. I needn't worry about the kinds of food I eat.
________ 3. Malnutrition always is incurable.
________ 4. Physical activity will counteract any over eating of which I may be guilty.
________ 5. People who are overweight are more likely to develop heart or circulatory diseases.
________ 6. The major cause of obesity is glandular malfunction.
________ 7. As long as I take vitamin pills, I don't have to worry about a balanced diet.
________ 8. Television advertising can be blamed for most cases of poor food choices.
________ 9. I have to eat meat every day to have good nutrition.
________ 10. Exercise is an important way to control/correct my posture.

Fill in the appropriate responses.

11. Given a choice between the foods listed below, which one would I choose most often for a snack?
________ an orange
________ a candy bar
________ cupcake
________ piece of cheese

12. How much soda do I drink a day?
________ One bottle or can
________ Two to four bottles or cans
________ More than four bottles or cans
________ none

13. I (______ am, ______ am not) concerned about my weight.

14. When I have free time the activity I like best is:
________ participating in athletic competition
________ reading a book
________ sleeping
________ talking on the phone

15. What I eat and when I eat are *most* influenced by
________ my friends
________ my family
________ television
________ myself

16. I believe that the major cause of poor nutrition is:

________ poverty
________ ignorance
________ bad eating habits
________ television advertising

17. At dinner, the food I usually eat the *most* is:

________ potatoes
________ bread
________ vegetables
________ meat, or fish, or poultry
________ dessert

18. I believe that the *most* important food to eat is:

________ meat
________ vegetables
________ salads
________ dessert

19. If I have a choice of something to drink, I most often choose.

________ soda
________ milk
________ juice
________ tea
________ coffee
________ water

Source: Curriculum Guide for Health Education: Nutrition. Washington, D. C.: Curriculum Development Center, Catholic University of America.

Supplement 2

UNIT: Nutrition and Food Use

FOOD LOTTO

The object of the game is to be the first person to fill the Resource Lotto Card. The game may be played by 2 to 4 players.

Materials: Each player will need a Food Lotto game card. Enlarge slightly so that blocks are large enough for playing cards. A set of 48 Lotto cards is also required. Place each item below on a 2 x 2 1/2" card to make the playing cards.

Play: Each player is given one game card. Playing cards are shuffled and placed face down in the center of the playing surface. Each player draws one card in turn. The player may choose from the top card of the face down cards or from the discard pile (top card only). The discard pile is started when a player has a category filled on the playing card. The player places the card that can not be used in the discard pile and play proceeds to the next player. The next player may choose from the drawing stack or discard pile. The play proceeds around the playing surface with each player drawing only one card during each turn. The winner is the first person who fills all the spaces on the Lotto card correctly.

Regional/Cultural Cards

My parents were Russian.

I am Jewish.

We are Appalachian.

Italian food is my thing.

Soul food is dyn-o-mite.

Give me a western barbeque.

Creole gumbo is my favorite.

My Pennsylvania Dutch favorite is shoofly pie.

My Indian ancestors loved corn.

I am from Mississippi; make mine catfish.

My favorites are Mexican chile and tacos.

Give me a luau any day.

Social and Parental Cards

My friends like this.

Dad hates vegetables.

Turkey reminds me of Christmas.

When I think of Easter, I think of ham.

Cabbage is for New Year's.

Vegetable soup is good in the winter.

Chicken soup is served when you are sick.

I like fresh garden vegetables like Mom used to fix.

My family likes homemade ice cream.

Eating outside reminds me of summer.

At family reunions we like fried chicken and potato salad.

FOOD LOTTO

Economic Cards

That is a good bargain.

Inflation bites my food budget.

That is expensive in the summer.

That is expensive in the winter.

That is a good bargain in the winter.

Buying more of this is economical.

I shop once a week.

I read the newspaper ads for the specials.

I am familiar with my market.

I don't shop when I am hungry.

Psychological Cards

I don't like the way it looks.

Don't threaten me about food.

That food brings back pleasant memories.

That reminds me of my summer vacation.

That food smells like Grandma's.

That restaurant has atmosphere.

We ate this when I was young.

I like only the best food.

If I am good, I get my favorite dessert.

This looks good, it reminds me of something I have eaten before.

Now that we both work we can eat out more often.

This tastes like Dad's special recipe.

I know I can buy the best food for my family.

Source: Adult Roles and Functions. Charleston, West Virginia: West Virginia Vocational Curriculum Laboratory.

FOOD LOTTO

Social/ Parental	Regional/ Cultural	Economic	Psychological

Source: Adult Roles and Functions. Charleston, West Virginia: West Virginia Vocational Curriculum Laboratory.

UNIT: Nutrition and Food Use

FACTS AND FICTION ABOUT NUTRITION

Mark each statement true or false.

______ 1. Nutrition is one factor which affects height and skeletal structure.
______ 2. Your amount of activity affects your body weight and how many calories you need in your daily diet.
______ 3. You have to eat special foods to lose weight.
______ 4. Teenagers need four or more daily servings of fruits and vegetables.
______ 5. A calorie is a measure of energy, reported in terms of heat.
______ 6. Two servings of foods in the meat group including dried beans, peas, nuts or peanut butter supply about one-half the daily amount of protein recommended for teenagers and adults.
______ 7. Cola drinks contain empty calories.
______ 8. Pregnant women need an increase of protein in their diets.
______ 9. The best way to lose weight and to still have good nutrition is to eliminate all bread and cereals.
______ 10. Pasteurization of milk gives milk more calories.
______ 11. Poor nutrition may make a person susceptible to infectious diseases.
______ 12. Good nutrition may increase the length of your life.
______ 13. Fat is usually inherited.
______ 14. Amino acids are a harmful substance found in food.
______ 15. The iron requirement is higher for rapidly growing boys and girls and for pregnant women than for adults who are not pregnant.
______ 16. Vitamins aid the body tissues in using their building and maintenance materials.
______ 17. Teenagers need four or more daily servings of milk or milk products.
______ 18. We should try to use the liquid in which vegetables are cooked because it contains valuable minerals and vitamins.
______ 19. Skipping breakfast can result in a decrease in work rate and ability.
______ 20. Malnutrition during pregnancy may cause low birth weight or mental retardation in the infant.
______ 21. Everyone needs to take vitamin pills in order to have good nutrition.
______ 22. Soft foods are better for your teeth than foods such as apples, raw vegetables or popcorn.

Supplement 3

FACTS AND FICTION ABOUT NUTRITION

1. true
2. true
3. false
4. true
5. true
6. true
7. true
8. true
9. false
10. false
11. true

16. true
17. false
18. false
19. true
20. true
21. true
22. true
23. true
24. true
25. true
26. true
27. false
28. false

Source: Curriculum Guide for Health Education: Nutrition. Washington, D. C.: Curriculum Development Center, Catholic University of America.

UNIT: Nutrition and Food Use

NUTRITION GAMES

Purpose

Nutrition games are designed to reinforce essential concepts. They provide a relaxed atmosphere conducive to learning and motivate the student to want to learn so he/she can succeed.

Nutrition Twenty Questions

Adapted to nutrition from the radio program, "Twenty Questions." One person assumes the role of a nutrient while the others ask questions which may be answered only by Yes or No--"Are you found in green and yellow vegetables?" "Are you stored in the body?" Until they guess the person's identity or until twenty questions have been asked.

Who Am I?

Play "Who Am I?" by pinning the name of a nutrient on the back of each student. The class then mingles and each tries to learn his identity by asking questions about himself. The questions must be answered by Yes or No.

This game should be played after Twenty Questions because it requires a general knowledge of all selected nutrients. Participation in Twenty Questions will provide an opportunity for students to have a broader understanding of each nutrient.

Toss A Fact

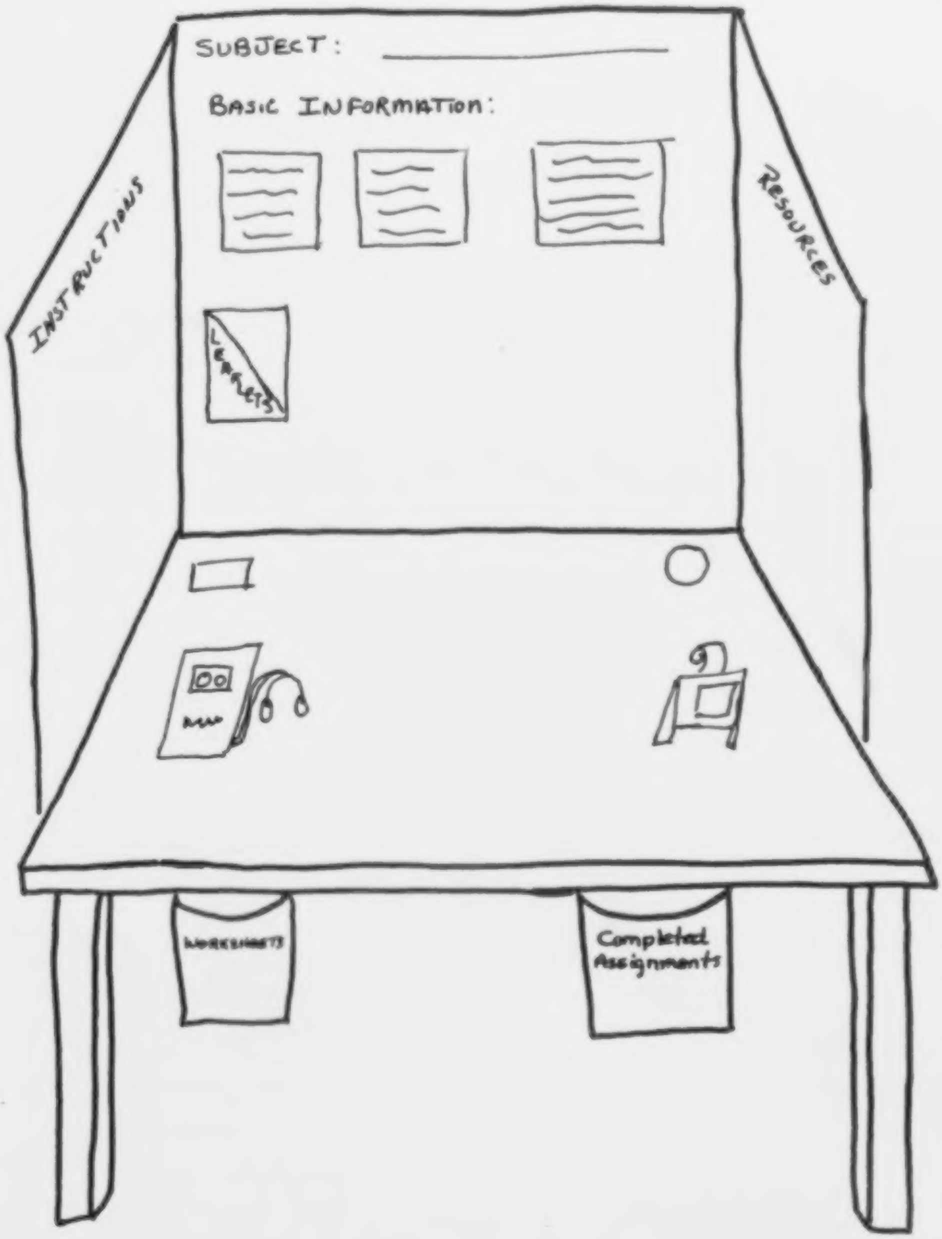
To play "Toss A Fact", make a ball out of paper squeezed together. The teacher or chosen student may call the name of a nutrient and toss the ball to someone. The recipient has ten seconds (count slowly from one to ten) to call out the answer (a food which is a good source of the nutrient, the function of the nutrient, the food group associated with the nutrient). Failure to answer results in being "It." "It" then tosses the ball and a question to someone else.

Spellbound

The first player selects a category such as vegetables or fruit from which all the words in the game must be taken. He then selects and spells a word in the category. His opponent, in turn, selects and spells another word. However, his selection must be a food which varies in color, texture, flavor or shape from the one previously named.

UNIT: Nutrition and Food Use

AN EXAMPLE OF A LEARNING CENTER SET-UP

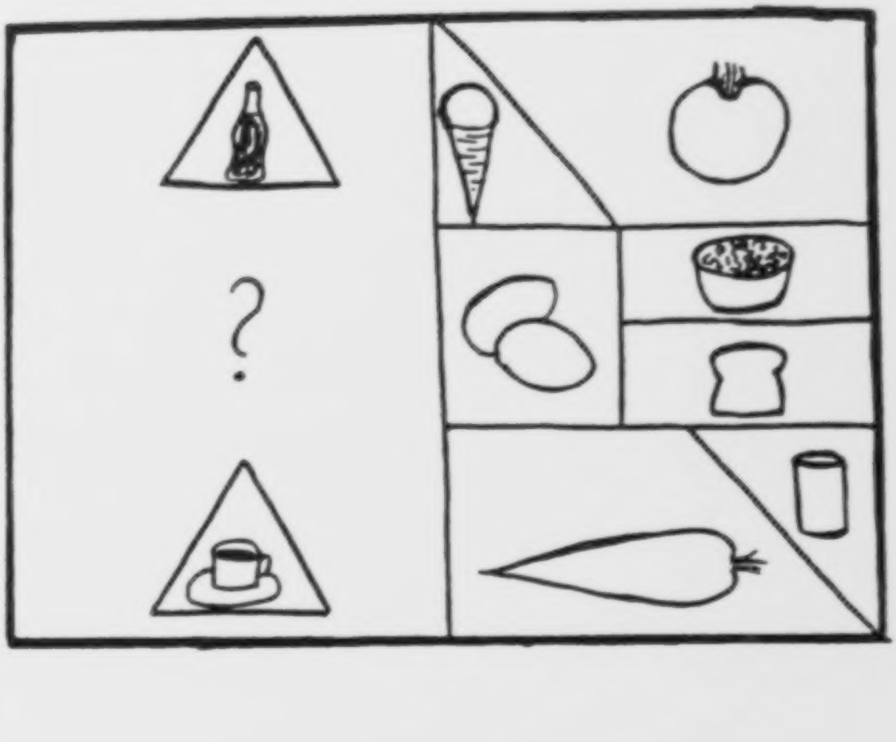


UNIT: Nutrition and Food Use

Discovering a Pattern for a Balanced Diet

A Puzzle Self-Teaching Kit

by Hazel Taylor Spitze



206

DISCOVERING A PATTERN FOR A BALANCED DIET

To the Teacher:

This Self Teaching Kit, based on a jigsaw-type puzzle, is designed to help students learn to evaluate dietary adequacy. After you and your students have made the puzzle, you could begin using it in at least four ways:

1. One is to have a student, or a group of students, follow the instructions in Supplement 6. There are many correct ways that they may discover to make the puzzle work. In every case, there should be four pieces with fruit or vegetables, four with milk or milk foods, four with breads or cereals, and two with meats, eggs, or legumes. (If any other combination fits, it is probably because pieces were cut inaccurately.) For one possible solution the students might discover, see photograph on cover sheet.

2. Another way to use the kit is to have a student select from the foods on the puzzle pieces "fourteen foods you would like to eat tomorrow." Then see if they will fit exactly on the 10" x 12" cardboard included in the puzzle. If so, his/her diet is likely to be "balanced"; if not, he/she may be missing some needed food values. He/she could then explore what he could substitute to make it fit.

3. A third possibility is to have a student draw 14 puzzle pieces without looking or feeling of the shapes of the pieces and then see if the puzzle will work. This alternative would be designed to teach Principle 4 in Supplement 6. If repeated several times, the student should be able to conclude that "a random selection of foods is not likely to furnish a balanced diet."

4. Another way to use the kit is to supply the student with a day's dietary (or perhaps three day's menus from the school cafeteria) and let them see if it is balanced by trying to make the puzzle work. Of course, the diet would have to be chosen from the 68 foods in the puzzle.

Since the shapes of the puzzle pieces represent different kinds of foods (or food groups), the student can learn something about substituting one food for another; for example, no amount of meat can fill the space planned for vegetables and fruits. When the students ask why, they are ready for other learning experiences and other Self Teaching Kits to discover additional principles of nutrition.

It should be made clear, as the students are working with the puzzle, that this "balanced diet" may or may not provide enough energy. Hence, other foods may be chosen to supplement the balanced pattern in accordance with energy needs and personal preferences. Also, it should be made clear that these supplementary foods can provide more energy value than one is expending, and if so, it will be stored as fat and the person will gain weight.

If students become frustrated in trying to make the puzzle work, a helper might offer hints to prevent his giving up. Praise as he gets part of it right, and clues like "You're getting warm" or "How about trying this piece here?" may keep motivations high enough for continued effort. Reminders that they are being timed spur some students on, but time pressures are likely to frustrate many of them. Timing can be eliminated for those students.

In Steps 16 and 17 of the Instructions in this Supplement , students will find very useful some charts showing nutrient values of common foods and RDAs for various groups of people. These charts are available as item D3 of this ITT-HE series.

The objectives of this Self Teaching Kit are to:

1. Increase students' interest in learning about nutrition.
2. Increase their knowledge of dietary adequacy.
3. Develop in students a positive attitude toward learning.
4. Increase their interest in improving their own diet.

Some principles to be learned from using the kit are:

1. Many different combinations of food can furnish a balanced diet.
2. Foods vary in their nutrient value (or, some foods can substitute for other foods and some cannot).
3. Variety in the diet is likely to offer more nutritive value than a few foods repeated.
4. A random selection of foods is not likely to furnish a balanced diet.
5. A pattern for food selection which includes four servings of fruits and vegetables, four servings of milk foods, four servings of breads and cereals, and two servings of meat, eggs or legumes is very likely to furnish a balanced diet.

Other principles to be taught concomitantly by other means:

1. Diet affects health, vigor, productivity, and achievement.
2. Cost of food is unrelated to nutritive value.
3. Methods of food preparation and storage affect nutritive values.

We hope you will share with us your students' experiences with this Self Teaching Kit as well as any additional ways you or they discover for using it. Happy puzzling!

Source: Spitze, H. T. A Puzzle Self Teaching Kit

DISCOVERING A PATTERN FOR A BALANCED DIET

To Make the Puzzle

Needed

Six pieces of poster board exactly 10 by 12 inches
Colored pictures of 68 specified foods of a size to fit puzzle pieces. (These ,may be collected from food labels and packages, magazines, seed catalogs, mailer advertisements, etc.) Picture should show amount of food specified if possible.

Felt pin
Glue
Page cutter, exacto knife, or other means of cutting cardboard into exact size and shapes needed for puzzle pieces
Box to store puzzle kit
Duplicated copies of Record Sheet (Supplement 6j)
Duplicated copies of Instructions (Supplement 6g)

Procedure

Use one of the 10" x 12" poster boards as the puzzle base. Attach the "message" included below to top and bottom of board. ("Give us this day . . ." and" . . . and we'll have a balanced diet.")

Mark off four of the 10" x 12" poster boards according to pattern provided in this Supplement. Cut out 14 puzzle pieces as indicated. Exact marking and cutting is essential to the effectiveness of the Self Teaching Kit. See photo on cover sheet for placement of pattern on 10" x 12" poster board.

Mark off 12 triangles on the sixth poster board as shown in pattern E and cut out.

Glue colored pictures of foods listed in this Supplement to puzzle pieces, making sure that each shape has the foods listed for that group. Group A is for the trapezoidal pieces, Group B for larger triangles, Group C for smaller rectangles, Group D for larger rectangles, and Group E for smaller triangles.

With felt pen, letter name of food, amount of one serving, and number of calories on each puzzle piece.

Provided suitable box to store. If possible, add some attractive decoration to box, e.g., colored pictures of food and/or drawings of puzzle pieces and perhaps title of kit or a question such as: Is nutrition a puzzle? or Does Diet Puzzle You?

Source: Spitze, H. T. A Puzzle Self Teaching Kit

DISCOVERING A PATTERN FOR A BALANCED DIET

Food to Put on Individual Puzzle Pieces

(Be sure to match foods with shape of pieces according to letters)

	Group A	Calories
1.	1/2 cup broccoli	20
2.	1 carrot	20
3.	1 ear yellow corn	70
4.	1/2 cup green peas	82
5.	1 potato	80
6.	1 sweet potato	155
7.	1 tomato	40
8.	1/2 cup turnip greens	15
9.	1/2 cup canned apricots	110
10.	1 banana	100
11.	1/4 of a 5" cantaloupe	30
12.	1/2 pink grapefruit	50
13.	1 orange	65
14.	1/2 cup canned peaches	100
15.	1 cup fresh strawberries	54
16.	1 wedge watermelon, 4" x 8"	115

	Group B	Calories
1.	1, 8 oz. glass milk, whole	160
2.	1, 8 oz. glass milk, whole	160
3.	1, 8 oz. glass milk, whole	160
4.	1, 8 oz. glass milk, whole	160
5.	1 oz. cheese (American)	105
6.	1 oz. cheese	105
7.	1 cup cottage cheese (creamed)	260
8.	1 cup ice cream or 2 ice cream cones	254
9.	1 cup ice cream or 2 ice cream cones	254
10.	1 cup milk pudding (vanilla)	285
11.	1 cup cocoa	245
12.	1 cup cocoa	245
13.	1 cup baked custard	305
14.	1/2 cup white sauce	202
15.	1 milk shake made from 8 oz. milk and 1/2 cup ice cream	287
16.	1 cup buttermilk	90

	Group C	Calories
1.	1 slice enriched bread	70
2.	1 slice enriched bread	70
3.	1 slice enriched bread	70
4.	Chocolate layer cake without icing, 1/2" section	235
5.	Plain cake 3" square (no icing)	315
6.	Gingerbread 1 square 2 1/2"	175
7.	1 cornbread muffin	130
8.	3/4 cup oatmeal	97
9.	1/2 cup noodles	100
10.	1/2 cup spaghetti	77
11.	1 cup wheat flakes	105
12.	1 doughnut	125
13.	1 waffle, 7" diameter	205
14.	1 pancake, 4" diameter	210
15.	1 plain roll, enriched	85
16.	1 biscuit, enriched	105

	Group D	Calories
1.	1/2 cup peanuts or 4 1/2 tablespoons peanut butter	420
2.	3 oz. chicken	115
3.	3 oz. fish	195
4.	3 oz. hamburger	245
5.	2 eggs	160
6.	1/2 cup tuna	170
7.	1 cup pork and beans	310
8.	3 oz. ham	245
9.	1 tablespoon syrup	50
10.	8 oz. cola drink	97
11.	8 oz. cola drink	97
12.	8 oz. cola drink	97

	Group E	Calories
1.	1 cup coffee	2
2.	1 cup tea	4
3.	1 oz. hard candy	110
4.	1 piece fudge, 1 oz.	115
5.	1 tablespoon sugar	40
6.	1 tablespoon salad dressing	65
7.	1 sugar cookie	50
8.	1 tablespoon jelly	50

Source: Spitze, H. T. A Puzzle Self Teaching Kit.

DISCOVERING A PATTERN FOR A BALANCED DIET

INSTRUCTIONS FOR PUZZLE

1. Read the "message" attached to the large cardboard rectangle.

2. Pour all puzzle pieces out on the table with picture side up.

3. Look at the clock and write down what time it is.

4. Select any 14 puzzle pieces that will fit the cardboard, covering it completely and exactly. There should be no spaces between pieces and no pieces hanging over the edge. Pieces may be placed on the board upside down or sideways, but you must be able to see the picture. In other words, no piece can be placed with the picture side down.

5. When you get the puzzle to work, look at the clock again and write down how long it took you in Section I of the Record Sheet. Also write in Section I the foods you used to make it work. Then lay those pieces aside and don't use them again.

6. Look at the clock again and repeat Step 4 using pieces not used in Step 4.

7. Record the time used and write the foods you used to work the puzzle this time in Section II of the Record Sheet and lay those pieces aside.

8. Look at the clock again and repeat Step 4 using pieces not used in Steps 4 or 6.

9. Record the time used and write the foods you used this time in Section III of Record Sheet and lay those pieces aside.

10. Look at the clock again and repeat Step 4 using pieces not used in Steps 4, 6, and 8.

11. Record the time used and write the foods you used this time in Section IV of Record Sheet. Lay those pieces aside.

12. Notice which pieces are left. What foods are on them? Do they help balance a diet?

13. In each section of Record Sheet, put a check in the column to which each food belongs. Add totals for each column.

14. Draw conclusions about what makes a balanced diet and write on back of Record Sheet.

15. Notice which foods can substitute for which other foods according to the shape of the puzzle pieces.

16. Can you see that many, many combinations of foods can make a "balanced diet"? Can you also see that many other combinations of foods will not make a balanced diet?

17. Have you discovered a "pattern" for a balanced diet? If so, what is it? Will this pattern give a person enough energy (that is, calories)? Test out some combinations and see. The caloric value of each food is written on the puzzle piece. How many calories does a person need in a day? Your teacher will probably have charts to help you find out.

8. Can you plan a day's food for yourself, with foods you like to eat, which follows the pattern you discovered and has enough calories to meet your energy needs? If you use foods on the puzzle pieces, you can test its adequacy by seeing if the pieces fit the board.

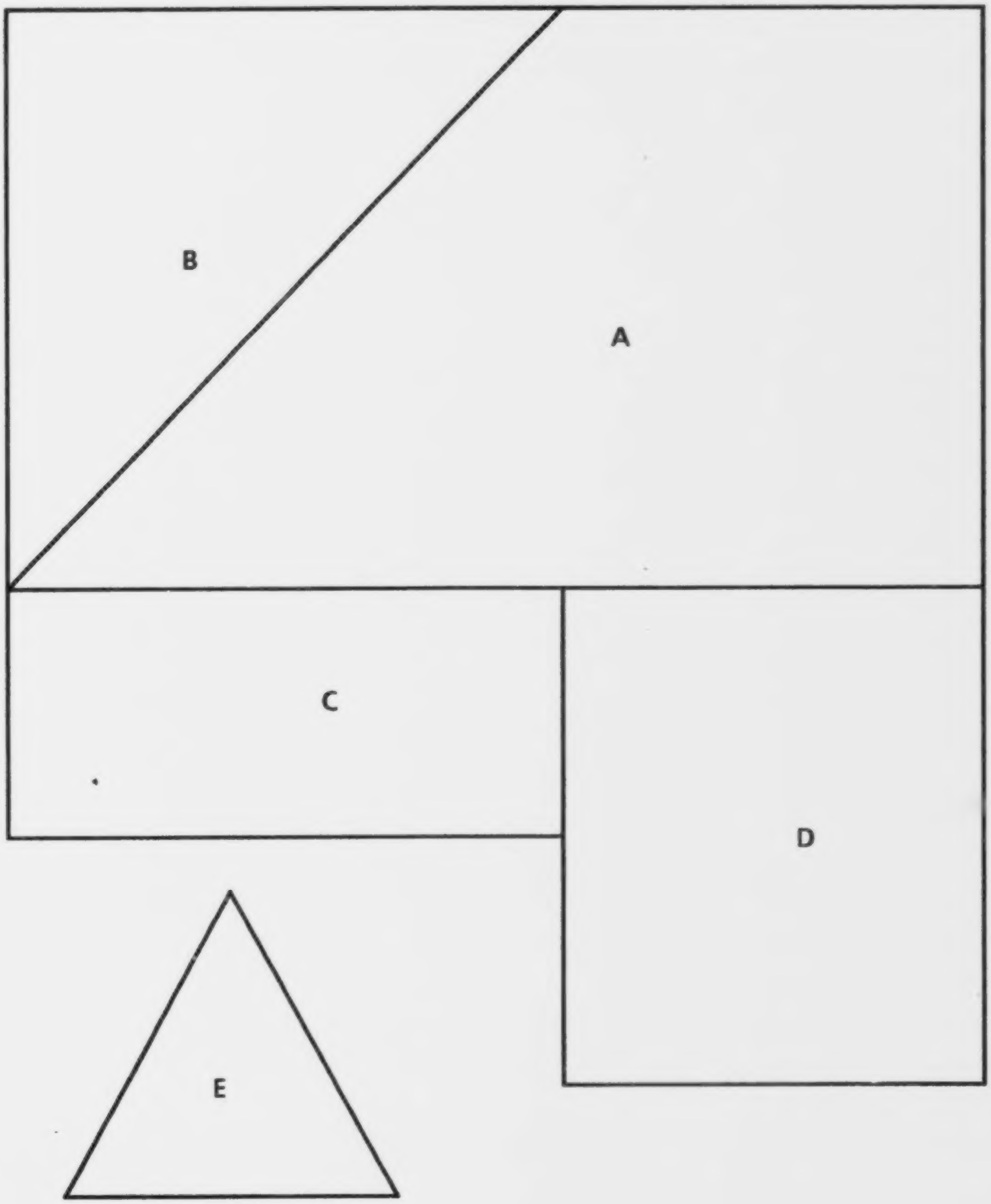
19. On the back of the Record Sheet, write how you feel about this puzzle as a way to learn about diet.

Source: Spitze, H. T. A Puzzle Self Teaching Kit.

DISCOVERING A PATTERN FOR BALANCED DIET

PATTERN FOR PUZZLE PIECES

(Unless marking and cutting of puzzle pieces is absolutely exact, the Kit is useless!)



Source: Spitze, H. T. A Puzzle Self Teaching Kit.

UNIT: Nutrition and Food Use

DISCOVERING A PATTERN FOR A BALANCED DIET

Record Sheet

Time you started ________ Food	Fruits & Vegetables	Milk & Milk Foods	Breads & Cereals	Meats, Eggs & Legumes
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
TOTALS				
Time used____________				

Source: Spitze, H. T. A Puzzle Self Teaching Kit

UNIT: Nutrition and Food Use

Name ______________________________

Date _______________________________

Record all foods and beverages you consume for twenty four hours. For each item, write the number of servings in the appropriate column. Calculate total numbers of servings and compare with the recommended number of daily servings. Next alter the diet (in contrasting color pen) to meet the recommendations.

Food	Meat group	Milk Group	Vegetables Fruits	Bread Group	(Sugar/Fat)
Totals					
Recommended					

UNIT: Nutrition and Food Use

FACTS ON LABELING

A. REQUIRED INFORMATION ON LABELS

1. DESCRIPTIVE NAME OF PRODUCT
2. NET CONTENTS OR NET WEIGHT
3. NAME AND PLACE OF BUSINESS OF THE MANUFACTURER, PACKER OR DISTRIBUTOR
4. LISTING OF INGREDIENTS IN DESCENDING ORDER OF AMOUNT USED (UNLESS THE PRODUCT IS STANDARDIZED)

B. SYMBOLS ON LABELS

1. "R" WITH A CIRCLE AROUND IT INDICATES A TRADEMARK THAT HAS BEEN REGISTERED WITH U.S. PATENT OFFICE.

3. "U" INSIDE THE LETTER "O" INDICATES THAT THE FOOD COMPILES WITH JEWISH DIETARY LAWS.

3. "C" INDICATES THAT THE LABELS ARTISTIC DESIGN IS PROTECTED AGAINST OTHERS COPYING IT BY COPY RIGHT LAWS.

4. "K" INDICATES THAT THE FOOD HAS BEEN MANUFACTURED UNDER THE DIRECTION OF A RABBI, COMPLIES WITH JEWISH DIETARY LAWS, AND IS KOSHER.

C. NUTRITION LABELING

1. BEGINNING IN 1975, ALL FORTIFIED FOODS AND ALL FOOD FOR WHICH A NUTRITIONAL CLAIM IS MADE MUST DISPLAY NUTRITION INFORMATION ON THE LABEL.
2. NUTRITION LABELS INDICATE WHAT NUTRITIONAL VALUE THE FOOD HAS ACCORDING TO THE UNITED STATES RECOMMENDED DAILY ALLOWANCES (U.S. RDA)
3. NUTRITION LABELS MUST STATE THE FOLLOWING:
   - A. SERVING SIZES
   - B. SERVINGS PER CONTAINER
   - C. CALORIES IN A SINGLE SERVING

D. PROTEIN CONTENT

E. CARBOHYDRATE CONTENT

F. FAT CONTENT

G. PERCENTAGE OF U.S. RDA ON THE BASIS OF A SINGLE SERVING

D. UNITED STATES RECOMMENDED DAILY ALLOWANCES (U.S. RDA)

1. U.S. RDA REPRESENTS THE AMOUNT OF VARIOUS NUTRIENTS NEEDED EVERY DAY BY HEALTHY PEOPLE, PLUS AN EXCESS OF 30 TO 50 PERCENT TO ALLOW FOR INDIVIDUAL VARIATIONS. MANY ADULTS, THEREFORE, NEED ONLY TWO-THIRDS OR THREE-FOURTHS OF THE U.S. RDA; CHILDREN MAY NEED ONLY ONE-HALF.

2. U.S. RDA IS GIVEN IN PERCENTS. IF A LABEL READS PROTEIN 30, FOR EXAMPLE, THIS MEANS THAT ONE SERVING OF THAT FOOD CONTAINS 30% OF THE U.S. RDA FOR PROTEIN.

E. AS NUTRITION LABELS SHOW AMOUNTS IN GRAMS RATHER THAN IN OUNCES, THIS GUIDE IS PROVIDED FOR METRIC CONVERSION:

1 LB. = 454 GRAMS (G)

1 OZ. = 28 GRAMS (G)

1 GRAM = 1,000 MILLIGRAMS (MG)

1 MILLIGRAM - 1, 000 MICROGRAMS (MC)

UNIT: Nutrition and Food Use

GET SMART

LABEL LOGIC

Concerned about what's in the foods you buy? Don't be! Everything you need to know is right before your eyes--right on the label! All you need to do is read carefully. To find out how easy it is, take this simple quiz. (All answers are on the last page of this section.)

CHUNK PINEAPPLE

CONTAINS CHUNK PINEAPPLE, WATER, AND SUGAR

DISTRIBUTED BY
CASTLE & COOKE FOODS
50 CALIFORNIA STREET SAN FRANCISCO CA 94111

NUTRITION INFORMATION

PER SERVING SIZE 1 CUP WITH SYRUP, CONTAINS APPROX 1 SERVING

CALORIES	190	CARBOHYDRATES	49 GRAMS
PROTEIN	0 GRAMS	FAT	0 GRAMS

PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCES (U.S. RDA)

PROTEIN		RIBOFLAVIN	2%
VITAMIN A	2%	NIACIN	2%
VITAMIN C	10%	CALCIUM	2%
THIAMIN	10%	IRON	2%

CONTAINS LESS THAN 2% OF THE U.S. RDA OF THIS NUTRIENT

1. *This 8 1/4 ounce can of pineapple chunks contains one serving. How many cups(s) are in a serving?*

   A. 1 cup
   B. 1-1/4 cups
   C. 1/2 cup

2. *How many grams of carbohydrates are in one serving of these pineapple chunks?*
   A. 190
   B. 49
   C. 0

CORN FLAKES

NUTRITION INFORMATION PER SERVING

SERVING SIZE: 1 OZ. (28.4 g.) ABOUT 1 CUP CORN FLAKES ALONE OR WITH 1/2 CUP VITAMIN D FORTIFIED WHOLE MILK.

SERVINGS PER PACKAGE: 18

	CORN FLAKES	
	1 OZ.	WITH 1/2 CUP WHOLE MILK
CALORIES	110	180
PROTEIN	2 g	6 g
CARBOHYDRATE	25 g	30 g
FAT	0 g	4 g
SODIUM	285 mg	345 mg

PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCES (U.S. RDA)

	CORN FLAKES	
	1 OZ.	WITH 1/2 CUP WHOLE MILK
PROTEIN	4	10
VITAMIN A	25	30
VITAMIN C	25	25
THIAMIN	25	30
RIBOFLAVIN	25	35
NIACIN	25	25
CALCIUM	*	15
IRON	10	10
VITAMIN D	10	25
VITAMIN B	25	30
FOLIC ACID	25	25
PHOSPHORUS	*	15

*CONTAINS LESS THAN 25% OF THE U.S. RDA OF THIS NUTRIENT

3. *One serving of corn flakes is one ounce or about one cup. There are ________ servings in this package of corn flakes.*

4. *A one ounce serving of these corn flakes without milk contains less than 2 percent of the U.S. RDA of calcium.*

   TRUE FALSE

5. *How many calories are in a one ounce serving of these corn flakes with 1/2 cup of vitamin D fortified whole milk?*

   A. 110
   B. 160
   C. 180

SELECT BROWN RICE

NUTRITION INFORMATION

SERVING SIZE:	2/3 CUP	VITAMIN A	*
		VITAMIN C	*
SERVINGS		THIAMINE	6
PER PACKAGE	12	RIBOFLAVIN	*
		NIACIN	6
PER SERVING		CALCIUM	*
CALORIES	140	IRON	2
PROTEIN	3 g		
CARBOHYDRATE	29 g		
FAT	1 g		

SODIUM . . . CONTAINS LESS THAN 10 mg of SODIUM PER SERVING AND PER 100 g

PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCES (U. S. RDA).

PER SERVING PROTEIN 4

*CONTAINS LESS THAN 2 PERCENT OF THE U.S. RDA OF THESE NUTRIENTS

INGREDIENTS: LONG GRAIN PARBOILED BROWN RICE

6. *The ingredients in this package of brown rice are long grain parboiled brown rice and salt.*

TRUE
FALSE

7. *There are 12 servings of rice in this 16-ounce package of brown rice. The serving size is ______.*

SALAD DRESSING

NUTRITION INFORMATION PER SERVING

SERVING SIZE	1 TABLESPOON (14 g)
SERVING PER PKG	64
CALORIES	70
PROTEIN	0
CARBOHYDRATE	2g
FAT (provides 90% OF CALORIES)*	7g
POLYUNSATURATES	4 g*
SATURATES	1 g*
CHOLESTEROL (40 mg/100g)	5mg*
SODIUM	85 mg

CONTAINS LESS THAN 2% OF THE RECOMMENDED DAILY ALLOWANCE (U.S. RDA) OF PROTEIN, VITAMIN A, VITAMIN C, THAMINE, RIBOFLAVIN, NIACIN, CALCIUM, AND IRON.

*THIS INFORMATION ON FAT AND CHOLESTEROL CONTENTS IS PROVIDED FOR INDIVIDUALS WHO, ON ON THE ADVICE OF A PHYSICIAN, ARE MODIFYING THEIR TOTAL DIETARY INTAKE OF FAT AND CHOLESTEROL.

8. *How many milligrams of sodium are in two tablespoons of this salad dressing?*

   A. 85
   B. 170
   C. 160

9 *Ninety percent of the 64 calories in a serving of this salad dressing are fat.*

   TRUE
   FALSE

SOLID WHITE TUNA IN WATER

NUTRITION INFORMATION
PORTION SIZE 7 OZ (APPROXIMATELY ONE CUP)
NUMBER OF PORTIONS PER CAN - ONE

CALORIES	240	FAT	6 GRAMS
PROTEIN	50 GRAMS	CARBOHYDRATES	0 GRAMS

PERCENTAGE OF RECOMMENDED DAILY ALLOWANCE (U.S. RDA)

PROTEIN	110%	RIBOFLAVIN (B2)	8%	VITAMIN B6	45%
VITAMIN A	0%	NIACIN	130%	VITAMIN B12	60%
VITAMIN C	0%	CALCIUM	0%	PHOSPHORUS	40%
THIAMINE (B1)	6%	IRON	4%	MAGNESIUM	15%

INGREDIENTS: ALBACORE IN WATER
SEASONED WITH VEGETABLE BROTH
AND SALT WITH ADDED PYROPHOSPHATE

10. *One serving of this tuna provides ______ percent of the U.S. RDA of protein.*

A. 110
B. 50
C. 240

11. *One serving of tuna provides over 50 percent of the U.S. RDA for protein, niacin, and what vitamin?*

A. Vitamin B6
B. Vitamin A
C. Vitamin B12

12. *A 12-ounce serving of this tomato soup, prepared with milk, contains 180 calories.*

TRUE
FALSE

ANSWERS

1. A
2. B
3. 18
4. True
5. C
6. False
7. 2/3 cup
8. B
9. True
10. A
11. C
12. False

UNIT: Nutrition and Food Use

FOOD NEEDS OF ADULTS

Over nourishment rather than undernourishment is a common problem among American adults. We often fail to cut back on the number of calories when our bodies stop growing. The result of as little as 20 extra calories a day can add up to 80 extra pounds of weight between ages 25 and 65. In spite of the reduction in calories needed, other nutritive requirements stay about the same. A smaller amount of calcium and protein is needed once a person has reached his or her full growth. This means a little less meat or meat substitute and a little less milk is now needed than earlier. Skim milk may replace whole milk--you probably don't need the extra calories in the cream. Fats in the diet must be watched carefully--the calories in fried or other fatty foods add up fast.

The amount of cholesterol in the diet is becoming a concern of American adults Animal fat found in milk, butter, eggs, and meat are all polysaturated fats. Low cholesterol polyunsaturated fats such as in some vegetable shortenings are considered less harmful. Broiled fish or chicken could well replace some of the red meats. Even lean meat contains fat.

Eating out often creates problems in getting enough fruits and vegetables. The popularity of the salad bar helps, but do watch the amount and type of dressing added. The sour cream or chunk of butter on the baked potato adds still more calories.

As adults, we will probably be less active than we were as teens. We must begin to say "No" to the beautiful piece of chocolate cake and try to shy away from fried foods. Luscious as these may be, they add many extra calories but few nutrients to the diet. Other "empty calorie" foods include soft drinks, candy, gravy, and alcohol.

Adults must try to concentrate on selecting foods in the proper amounts from the basic four food groups as follows:

Food Group	No. of Servings
Meat	2
Bread and Cereal	4
Fruits and Vegetables	4
Milk and Cheese	2

Your sex, height, body build, and activity largely determine the number of calories you need as an adult, but the calories needed is certainly lower than what you needed as a teenager except during pregnancy and lactation.

Source: Adult Roles and Functions, Charleston, West Virginia: West Virginia Vocational Curriculum Laboratory, 1979.

FOOD NEEDS OF OLDER ADULTS

With everyday that passes, our bodies are going through many biological changes. As years go by, these changes become more and more pronounced. The course of events is set. Certain processes may occur, such as baldness and obesity, while others are certain, such as slower metabolism and wrinkling of the skin.

If we have a better understanding of the aging process, we can help ourselves be healthier in our later years. We may also be able to assist older people we know now.

As we get older, we tend to become less active physically. People tend to watch activities rather than taking part in them. This means fewer calories are needed because fewer are burned by physical activity. To stay in good condition, we should reduce our calorie intake by 5-7 percent each decade after the age of 20. Our need for protein, vitamins, and minerals remains about the same--thus causing the problem of selecting proper foods while cutting calories.

It is difficult for older people to change a lifetime of eating habits. Food habits formed in earlier life can help prevent malnutrition when we are older. A big problem many older people have is that they eat too many sweets and leave off other foods that are needed.

Older people may have other problems that make eating less pleasant. Dentures may not fit well and after 60 the amount of saliva produced decreases. Gastrointestinal problems are also common to the senior citizen. These can range from simple indigestion to diverticulitis or an ulcer, any of which could become severe if not properly treated.

Another very frequent problem among the aging is constipation. The primary reason for the frequency of constipation is the lack of cellulose fiber in the diet. Cellulose provides roughage, which in turn, supplies bulk to stimulate the digestive tract muscles which help in elimination. This problem may be solved by eating more high cellulose fruit, vegetables, and whole grain breads and cereals.

Limited money is a problem for many older people, especially for those on fixed incomes. Many feel that they cannot afford to buy the type or variety of food they need for health.

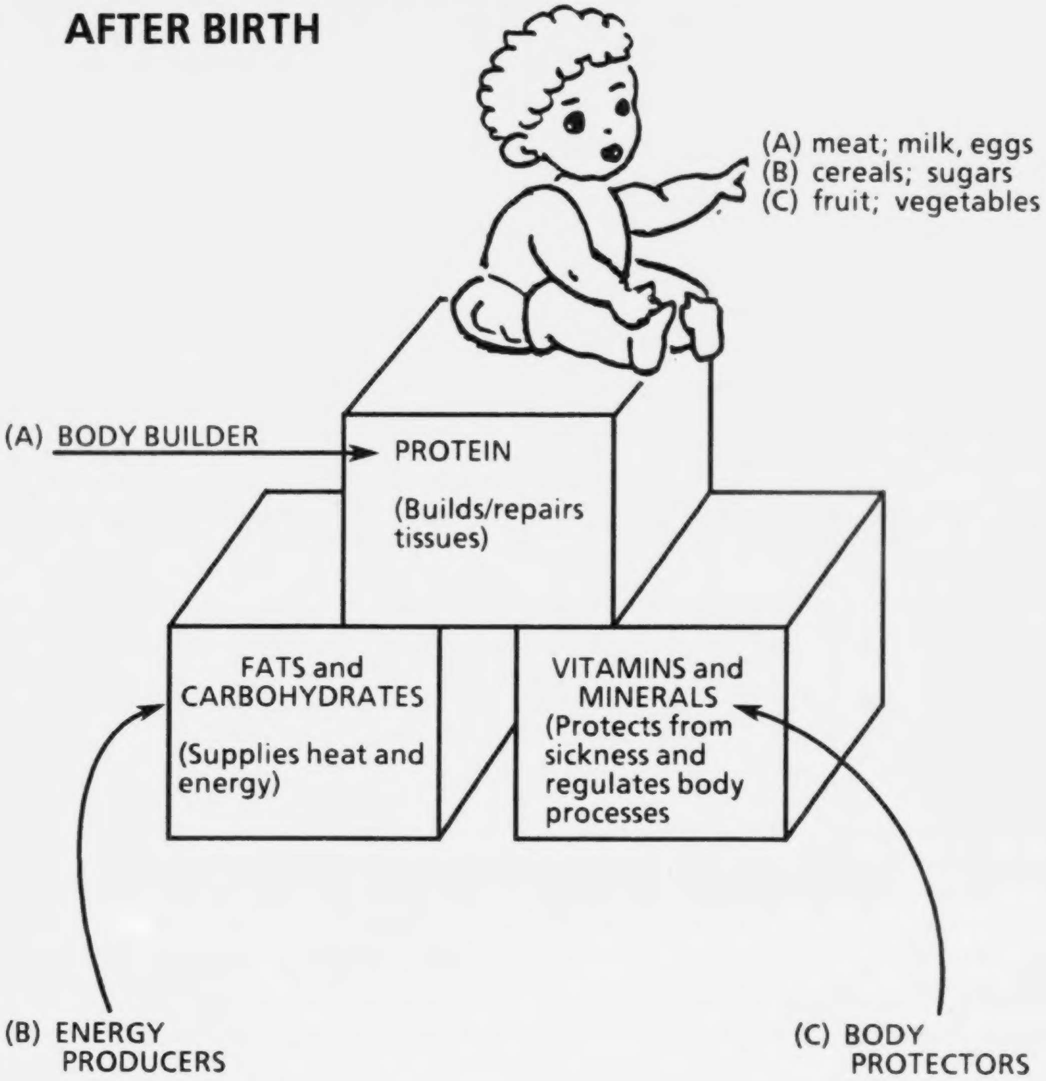
Eating has a very important social aspect that is greatly decreased when there is no one with whom to share it. Loneliness, boredom, insecurity, and apathy may also lead to inadequate diets among the elderly, especially those living alone.

Inadequate facilities for cooking refrigerating, storing, and transporting food are also very common among the problems of the elderly.

With the proper knowledge and practice of good eating habits, our senior citizens should become healthier people as generations mature. We hope aging will someday be looked upon as a pleasure.

UNIT: Nutrition and Food Use

HOW TO BUILD A HEALTHY BABY - AFTER BIRTH



Source: Adult Roles and Functions. Charleston, West Virginia: West Virginia Vocational Curriculum Laboratory, 1979.

The Truth About Diet Aids

Do you think you're overweight? Do you feel that you've tried almost every diet around with no result? Before you think diet pills are your answer, read on and get facts on diet aids and how they work.

What kind of diet aids are available and what are they?

Although diet aids are sold by many different manufacturers, they can really be divided into two groups--appetite suppressants and anesthetizers. The main ingredient in appetite suppressants is a drug called phenylpropanolamine hydrochloride (fe-nal-pro-pa-no-la-mean hi-dro klor-ide) or PPA. PPA is also found in small doses in cough and cold medicines. The main ingredient in anesthetizes is benzocaine (benzocane). Benzocaine is also found in many pain relief medications; it's a mild anesthetic.

How do they work?

At this time no one is sure how PPA works on the body. It appears to persuade the brain's appetite control center that you are not hungry. Generally bought in table or capsule form, PPA acts on the body over an eight hour period of time.

Benzocaine does not make you feel less hungry. Instead, it numbs or dulls the taste buds on your tongue so that you don't want to eat anything, especially sweets.

Will diet aids take weight off?

Absolutely not! Diet aids are not miracle drugs. It took time to put on those extra pounds, and it will take time to get them off. Diet aids are no substitute for willpower and a balanced diet. Remember, you only lose weight and keep it off when you change your eating habits and begin to exercise on a regular basis.

Are there any bad side effects?

Diet pills can have serious side effects. Some side effects reported by users are: headaches, dryness of mouth, blurred vision, lightheadedness, rapid pulse rate, temporary high blood pressure, nausea, vomiting and diarrhea. Most diet pills contain caffeine. They can make you nervous, edgy or keep you from sleeping.

Are diet aids safe?

Taking diet aids can have serious consequences. Even the manufacturers recommend that anyone under age 12 not use any diet aids, and they do not advise anyone under 18 to use them either!

Anyone who has a medical condition such as high blood pressure, heart disease, diabetes, or a thyroid problem should steer clear of diet pills. Some overweight people may have other medical conditions which may make taking diet pills risky for them as well.

Diet pills or diet aids cannot be taken indefinitely, so why start in the first place? Since diet aids were tested for use only over a short period of time, and advisory panel to the Food and Drug Administration (FDA) recommended they not be used any longer than 12 weeks. Any abuse could result in very serious medical consequences. Never take diet pills when taking other medication. Many cough and cold medicines, as well as nasal decongestants, also contain PPA. Even prescription medicines or aspirin could cause potentially dangerous reactions. If you use these products while taking diet pills, you could take an overdose of PPA, and may suffer possible side effects.

Is any information given on the package?

Yes. The FDA recommends that diet aid package labels should list the following information:
• name of product • an explanation of what the product claims to do • directions for usage • the amount of each main ingredient taken per dose and per day • any cautions or warnings for people who should not take them or drugs they should not be taken with • the name and address of the manufacturer or distributor.

Where can I get help?

Before you start any diet, see your doctor. He or she can answer your questions about diet aids and give you sound advice for a good diet and exercise program.

Remember, diet aids are only a "crutch" for losing weight. Lasting results can be achieved with change in your eating habits, regular exercise, and willpower. It's the only way to win the dieting battle.

Supplement 12

The Truth About Diet Aids

If you've ever been on a diet--or if you're on one now--you've probably wondered about some of the diet aids on the market today. Do they work? Are they safe to take? Just how do these aids work to help you lose weight? After you read the article, find out how much you've learned by taking this quiz. Simply circle the correct answer.

1. Diet aids can be divided into two groups--appetite suppressants and anesthetizers. True False
2. Appetite suppressants and some cough and cold medicines contain the same main ingredient. True False
3. Benzocaine is another important ingredient in appetite suppressants. True False
4. Benzocaine is a mild anesthetic. True False
5. PPA (phenylpropanolamine hydrochloride), one of the ingredients in some diet aids, works by numbing the taste buds. True False
6. Many diet aids contain caffeine. True False
7. The amount of caffeine in diet pills is so small that it will have no effect on your nerves. True False
8. The FDA (Food and Drug Administration) advises anyone under the age of 12 to avoid taking any diet aids. If you're over 12, however, it's okay. True False
9. Diet aids should not be taken by anyone who has a medical condition such as high blood pressure, heart disease, diabetes, or a thyroid problem. True False
10. If you're overweight--even if you have other medical conditions--diet aids are okay to take. The dangers of being overweight outweigh the dangers of diet aids. True False
11. According to the FDA, any abuse of diet aids could result in very serious medical consequences. True False
12. According to the FDA, diet pills should not be taken for periods exceeding 12 months. True False
13. Excessive use of diet aids can cause insomnia, headaches, and nervousness. True False

14. Side effects from diet aids can include headaches, dryness of mouth, blurred vision, lightheadness, rapid pulse, temporary high blood pressure, nausea, vomiting, and diarrhea. True False

15. Diet aids should not be taken with any other medication--except prescription medicines or aspirin. True False

16. Diet aid packages should contain the manufacturer's name and address. True False

17. Diet aid packages should always include information on the amount of each ingredient contained in each dose. True False

18. Before taking any diet aids, you should discuss possible side effects with your pharmacist. True False

19. Diet aids are a fast, easy, effective way of losing weight. True False

20. To lose weight and keep it off, you must change your eating habits. Diets pills aren't the answer. True False

Nutrition and Food Use

DIET GUIDE

What's the best way to diet? It's not starving yourself to lose weight. The best way to take off those extra pounds and build a fit, healthy, strong body is to eat right and exercise regularly. There are no shortcuts and no easy ways out. So start here with CO-ED's Do It Yourself Diet Guide, and find out what good nutrition, good health, and good looks are all about.

1. On a Scale of 1 to 10, How Does This Diet Rate?

Sam, who's always trying to lose weight, wants to shed 10 pounds. Give him +2 or -2 points for his efforts below.

± 2 points • Sam's late for school and isn't hungry. To save time and calories, he skips breakfast.

± 2 points • Sam gets the mid morning munchies and stops by the candy machine for an extra boost.

± 2 points • In the cafeteria line, Sam heads for the salads, ladles on high calorie dressing, and grabs a diet soda.

± 2 points • There's broiled chicken, baked potatoes, fresh broccoli, and homemade cookies for dinner. Sam skips the cookies.

2 points • Sam is studying and visions of homemade cookies fill his head. He says to himself. "How many calories can one small cookie have?" He eats five! Add it up and

Sam broke the bank; he gets -8 points. He had eaten a good dinner and having a salad for lunch is fine (although not with mounds of high calorie dressing). But his other habits just don't make the grade! Skipping meals and loading up on high calorie snacks are not the answers for a healthy diet.

2. What's The Most Important Thing To Do Before You Go On A Special Diet?

pig out
talk to a doctor
buy lots of clothes in a smaller size to get you motivated.

If you decide to put yourself on a diet, talk it over with your doctor. He/she will help you devise a plan that is healthful and tailored just for you.

3. How Can You Tell If You Really Need To Lose Weight?

The scale will tell you how much you weigh, but it won't tell you if you're overweight, or where the fat is. Take these test to find out.

PINCH TEST--Pinch your underarms, waist, thighs and tummy. If you can grab more than an inch, it's a telltale sign that today is a good day to begin a diet.

MIRROR TEST--Take a good look at yourself with and (at home) without clothes. You'll really see where the fat is and isn't.

PICTURE TEST--Say "cheese" and have a friend snap some photos of you--maybe even in a bathing suit. That's how others see you. Do you like what you see? Sometimes you're not overweight: you just need to firm up certain areas. If this is true for you, start exercising.

4. **What Disease Does Donna Have?**

Donna is 14 years old, 5'4" tall, and weighs 99 pounds. She eats only dinner and exercises like crazy. She thinks she's too fat and that if she could only lose a few pounds, she'd be Miss Popularity. Donna has anorexia nervosa--a willful starvation to the point of emaciation and possibly death. Knowing when to stop dieting is just as important as knowing when to start. (For more, read the September CO-ED's Health Hotline," page 22.)

5. **What's A Realistic Weight Loss Goal?**

- to lose 30 pounds in one month
- to lose 1-2 pounds a week
- to lose 5 pounds a week is the best answer; it's the mini goal approach. Be realistic, and don't overdo it.

6. **Being Too Thin Is *Not* In**

Name 5 reasons why being too skinny is bad for your health and your looks.

7. **If You're Too Skinny, Which is The Best Way To Put On Weight?**

- eat constantly for three straight days
- snack often on ice cream, candy, and cake
- eat double desserts
- eat more meat, vegetables, and bread at meals

The last suggestion is best! The healthiest way to gain weight is to eat more nutritious, high calories foods at meal time.

8. **How Would You Rate These Diets?**

- high protein/low carbohydrate
- liquid protein
- egg and grapefruit only
- fasting

A big zero! There's no miracle solution, pill, or fad diet that takes weight off. The answer is eating right.

9. **Why Do You Eat What You Eat**

Answer the following questions.

1. On the way home from school, you pass a bakery. Do you treat yourself to something even tough you're not hungry? ____YES NO____
2. Are you tempted to eat a dessert after a meal because it looks good? ____YES NO____
3. While you're watching TV an ice cream commercial comes on. Do you find yourself raiding the fridge? ____YES NO____
4. If you answered yes, you're being tempted by your environment. Think first and ask yourself these questions: Do I need it? Am I really hungry? Am I eating because I am bored or depressed? Most of all be aware, think and don't give in to temptation.

10. **Are You Physically Fit?**

Stand up, then bend over and touch your toes 10 times. Yes, right now! If you're out of breath and/or your muscle ache, you might be out of shape. Check the true statements:

1. Exercise burns off calories.
2. Exercise turn fat into muscle.
3. Exercise can be substituted for eating too much.

4. Exercise can make you feel better.
5. You can exercise by walking or biking instead of riding, or by taking stairs instead of elevator. All of them are correct. Put some exercise in your life!

11. Do Calories Count?

Get a pad and do some diet math. It takes 3500 calories to make one pound of fat. How many calories a day do you need to cut to lose 5 pounds in one week? HINT: 3500 x 5 ÷ 7 = ?
The answer is 2500 calories a day which adds up to starving yourself. The best equations for taking the pounds off is to cut 500 calories a day from your diet. This means loosing slowly for a healthier and happier you.

12. Which Knob Should You Pull?

The apple, of course! You'll be getting more vitamins and fiber for the calories spent. If the apple fails to satisfy your sweet tooth and visions of ice cream sundaes, and mile high pies are in your head--think MODERATION! You don't need to go "cold turkey" on sweet; just cut out the extras.

13. Name Five Easy Ways To Keep Pounds Off

1. Think before you indulge
2. Exercise
3. Don't skip meals
4. Eat a variety of foods, especially fruits and vegetables
5. Snack wisely

The question was to name five easy ways to keep those pounds off. You just did if you read the list.

"Anorexia Nervosa Nearly Killed Me!"

Have you ever fantasized about being a celebrity? Or wished that your parents were celebrities? It's a pretty exciting idea. Being famous definitely has its attractions. But is has its drawbacks too. Cherry Boone O'Neill knows about both. As the oldest daughter of famous TV, movie, and recording star, Pat Boone, she was in the public eye a lot. And being in the spotlight, coupled with her desire to be the "perfect daughter" nearly killed her! For ten years, Cherry battled anorexia nervosa--a disease of self starvation that kills 15 percent of its victims. In her book, Starving for Attention, Cherry tells it like it was. Here's just some of what she had to say.

A TRUE STORY BY CHERRY BOONE O'NEILL

When I turned 16, our family was renting a house in Los Vegas where we performed two shows a night at the Fremont Hotel. For my birthday that year, I was presented with a luscious white cake with strawberry filling, covered with the creamiest of frosting--one of my chronic weaknesses. I resisted at first, and just nibbled. But my initial nibbling at crumbs soon graduated to uncontrolled feasting on globs of icing until eventually the platter's contents looked like a condemned building.

With a bloated belly and crushed conscience, I rode back to the house in silence with the rest of the family. Once we retired to our rooms, I began to prepare for bed attempting to ignore my discomfort. Suddenly I recalled the trick I had employed to avoid my eighth grade history class--self-induced vomiting. I could stick my fingers down my throat and rid myself of the consequences of my gluttony!

That birthday binge inaugurated a pattern of intemperance, and by the winter of 1970-71, my weight had sky-rocked to 140 pounds. When the day for our annual school photographs arrived, I donned my uniform as always. For the first time, I noticed that my white blouse was so snug around my hips that I could not fasten the last button. Fortunately, I thought, it would not show when tucked into my skirt, but I panicked when I tried to zip my skirt and the zipper refused to budge.

That was D-day for me, the day the diet began. My hatred of fat escalated into a stark fury and this furious hatred of fat translated into a furious hatred of myself. That very moment I made a commitment that I was going to shed those ugly pounds regardless of the cost.

Having a good knowledge of nutritional requirements, I designed a sensible, healthy diet that included portions of food from all of the major categories. Gradually the pounds began to dissolve, and I regained a measure of self-confidence, emerging from my depression like a timid turtle slowly thrusting its head from the sanctuary of its protective shell.

Then slowly, subtly, almost imperceptibly, my meticulously healthful routine took on a new twist. Leafing through fashion magazines one day to covet the bodies of the models and measure my progress against them I happened upon one of those back page ads: "Melt away ugly fat in one hour!" Lose inches with absolutely no effort!" "Watch those pounds disappear while you relax!"

I was just the customer they were trying to ensnare. After taking a tape measure to my hips and thighs, I sent in the requested information with the payment. I asked for the wonder working gadgets and then waited for my mail order miracles to arrive. The stretchy black leg wraps came in due time, and they became my favorite body altering gimmick. I praised them to my schoolmates, and one day after some intense persuasion on the part of a girlfriend. I loaned them to her. When she sheepishly informed me that she had broken them, it nearly cost our friendship!

The only alternative I could trust was to increase my exercise and decrease my caloric intake. Gradually I began skipping breakfast, assuring my parents that I would eat after my classes were finished. Since I was unable to escape dinner, I was careful to keep my consumption for the rest of the day to 200 calories. If I did over indulge, I could always, guiltily, force myself to vomit as I had on my birthday.

In order to enjoy eating a decent dinner, I decided that my exercise would have to burn more calories. I began rising at six in the morning for coffee followed by a forty-five minute jog in the alleyway behind the house. Back in my room I relaxed my tightened muscles with some yoga type stretches and quickly dressed in my school uniform. This eventually led to the blueprint for a daily program that I followed uncompromisingly to the most minute detail for years thereafter. Although I occasionally added new exercises for reducing the inner thigh or toning up the buttocks, I never subtracted a single leg lift or sit up. Following my schedule from dawn to dusk would have made an Olympic trainer feel right at home. The only feature of my Spartan schedule that an aspiring world class athlete might find out of the ordinary would be the conspicuous absence of the all important "training table." My energetic workouts were fueled by a single average meal. It was a well deserved reward, my own gold medal for a job well done. Anything less than a perfect performance was inexcusable. Depending on the success or failure of achieving my daily goals , dinner became either the "thrill of victory" or the "agony of defeat."

One night at the end of a typical day of incessant activity, I wandered into my parents' bedroom to say "goodnight". My parents were watching television, so I sprawled on their bed to view the end of the program with them. I was wearing my regular nightly garb--sweatpants, a night shirt, and socks. This outfit, with several layers of bed covers, kept me warm enough to sleep through the night.

I must have dozed off on my parents' bed because the next thing I knew I was aroused by the sound of my mother crying and Daddy attempting to console her. She looked distraught, he looked anxious. What had happened?

Evidently while I lay sleeping, my mother had observed my fragile frame from across the bed. She noticed what appeared to be a pelvic bone projecting from my lower back, creating a sharp ridge under my sweatpants. The overall appearance was frighteningly reminiscent of the photograph of the survivors of Auschwitz.

"Cherry, honey." my father said. "You're nothing but skin and bones! We've got to take you in to see the doctor and find out what the problem is." My dad's voice continued as did my mother's tears, but my attentiveness came to a screeching halt as panic curbed my willingness to listen.

"I'm not sick!" I objected. "I feel fine! I don't need to see a doctor!"

"Cherry," my mother moaned. "You look like a concentration camp victim. You may feel all right but you look like a skeleton!"

I was livid with rage. I was 17 years old and I had no authority over my own body! I was also afraid the doctor would try to make me gain weight and I berated myself for falling asleep on my parents bed and causing this confrontation. However, at 3:10 the next day, my mom's Cadillac rolled into the parking lot of Dr. Stark's office. He had been my doctor since I was a child.

The nurse ushered us into one of the private cubicles and we waited in silence. Finally, the door opened and in walked the executioner. Maybe not, I encouraged myself, maybe not. Just wait and see. What seems to be the problem here young lady?" Dr. Stark asked, with his usual gentleness, and this time with puzzlement, too.

My mother answered. "She's been losing an awful lot of weight, doctor, but we didn't realize how much until last night when I saw her bones coming through her clothes. She says she feels fine. In fact, she's more active than the rest of us put together. Pat exercises regularly but Cherry's even outdoing him. We were so concerned when we realized how thin she's gotten that Pat weighed her this morning. Dr. Stark, she's down to ninety-two pounds and she's five feet seven!"

"How do you feel about this, Cherry?" he asked. "I feel fine," I answered. I was too afraid to say anything more.

"Have you had any other strange symptoms, anything unusual or out of the ordinary? Dizziness, fainting spells, chilling, weakness, stomach pains, loss of menstruation?"

"Yes, doctor! She's complained of all of those things at one time or another, and she hasn't had a period in a year!" My mom replied, surprised at the coincidence.

"How about your teeth?" Dr. Stark continued.

"Cherry! What was it Dr. Briskin said about your teeth last time you had them cleaned?" Mommy asked, searching her memory.

"My teeth are fine. I've never even had a cavity!" I responded.

"I know, but he said something about your enamel coming off--eroding! That's it! He said her mouth looked like that of a middle aged business executive with ulcers!" she added, giving the full report. I cringed with each word she spoke.

Finally Dr. Stark concluded his examination. "Shirley, Cherry, why don't you go into my office and I'll be in in a minute,' he assured us as he left the room.

My heart was pounding, my hands were cold and clammy, and my thoughts raced as we waited one more time for the doctor to join us. Mommy commented on the uncanny presence of the various symptoms he had asked about. I sat silently--waiting.

"There's nothing really wrong with you physically that I can see, Cherry," Dr. Stark announced as he sat down at his desk.

I knew it! Just tell them to leave me alone, I thought.

"But you are severely under weight. And since I can't find an indication that it's due to illness of any kind, I have to believe that you're the only one who can do anything about it. Now you can cooperate and put on some weight by yourself, or I'm going to have to reserve you a bed at Children's Hospital where we can do it for you."

The words struck me like bullets from a firing squad. I was in shock. Slowly, as I realized the impact of what he had said, the tears began to fill my eyes.

"Can I still exercise?" I asked, swallowing the lump in my throat.

"Cherry, I'm not going to tell you what you can and can't do. I suppose some moderate exercise would be all right. But remember, you must compensate for that by eating enough to gain weight or I'll have to put you in the hospital. I mean it!"

With that, Dr. Stark led us out of his office. As Mommy and I drove home through thick rush hour traffic, my mind replayed the horrible nightmare I had just endured. The options before me were equally abhorrent. I could slow down my exercise, eat more food, and gradually inflate into the monster I was so desperately feeling, or I could continue my weight control efforts and ultimately end up in the hospital--Children's Hospital at that!

That day was a landmark in my life. It marked the beginning of four years of constant conflict with my parents over food and weight. Did I eat too little? Had I eaten too much? Did I keep it all down? Had I thrown it up? Had I gained any weight? Did I weigh enough? Did I exercise too much? Had I exercised at all? Was I being honest or was I telling lies?

Cherry's battle with her parents over eating habits lasted for four years, but her battle with anorexia lasted much longer. At times, she appeared to have it under control--then when things would get tense, she'd backslide. She found herself becoming increasingly devious--she'd shop lift laxatives so her parents wouldn't know she was buying them. She'd sneak down to the kitchen at night and eat huge quantities of food then sneak into the bathroom to vomit it all up again.

Despite her extreme thinness, she was obsessed with food. And her obsession literally controlled her. On one of her early dinner dates with Dan (who later became her husband), she arrived home to discover the remains of lamb chops in her dog's dish. Although she had just promised Dan--who was aware of her problem--not to gorge herself. Cherry couldn't resist. She stooped to the dish and was gnawing on a bone when she heard a tap on the window behind her. She turned, and to her horror, saw Dan standing there, a look of disgust on his face. For awhile, she was afraid she had lost him.

Marriage didn't help. At one point her weight dropped to 80 pounds. She entered the hospital--and even that didn't help, as she managed to secretly vomit up whatever she'd been forced to eat.

Finally, after nearly 10 years of battling the disease, she and Dan went to psychiatrist Dr. Roy Vath. Within six months, Cherry was on the road to recovery, and although she regressed once or twice, she is now fully cured, and she and Dan are the parents of a beautiful little girl named Brittany.

* *

It's important to note at this point that anorexia is both a physical and a psychological illness. Physical because the anorexic is literally wasting away; psychological because the desire to be thin is only a symptom of other, deeper rooted problems.

It's also important to know that an anorexic does not realize that she is ill, which puts the burden on family and friends. If you know someone who is anorexic, any of the following organizations will be able to send you additional information or refer you to support groups in your area.

ANRED
(Anorexia Nervosa and
Related Eating Disorders)
Box 5102
Eugene, OR 97405

National Anoretic Aid Society
Box 29461
Columbus, OH 43299
(614) 846-6810

American Anorexia Nervosa
Association, Inc.
133 Cedar Lane
Teaneck, NJ 07666
(201) 838-1800

UNIT: Nutrition and Food Use

GET SMART

This refers to the excerpt from Cherry Boone O'Neil's book about her battle with anorexia nervosa. After you've read the article, take a moment to answer the questions below. Then discuss your answers with your friends or classmates. That way, everyone will have a clearer understanding of anorexia nervosa.

1. What were some of the reasons Cherry felt she developed anorexia nervosa?

2. What made Cherry begin to diet? How did Cherry's attitude toward losing weight differ from a healthy attitude toward weight loss?

3. Cherry describes dinner as being either the "thrill of victory or the agony of defeat." What do you think she means by this?

4. How did Cherry react when her parents insisted she see a doctor about her weight? How did she feel when Dr. Stark threatened to put her in the hospital if she didn't gain weight? How would you have reacted?

5. Cherry had many of the symptoms of anorexia nervosa. Can you describe two of the symptoms? Do you know anyone with similar symptoms?

6. Anorexia nervosa is both a physical and psychological problem. How can you explain this, using Cherry as an example?

UNIT: Nutrition and Food Use

WHY SOME TEENS ARE STARVING THEMSELVES TO DEATH

Lynn, a 14-year-old girl from Michigan, is an excellent student, an accomplished musician, and probably one of the most popular girls in her class. Everyone envied Lynn. People thought she was happy and that she had a bright future. But Lynn had a terrible secret. She hated to eat, and she was always on a diet. In fact, sometimes all she ate for a whole day was a plate of lettuce.

No one knew about Lynn's secret until one day, when she collapsed in school and had to be rushed to the hospital. At the time, Lynn weighed only 74 pounds--a dangerously low weight for her height of five feet, seven inches. Lynn also had an irregular heartbeat, severe chills, and unexplainable and dramatic mood shifts. The doctors at the hospital diagnosed her condition as anorexia nervosa--Lynn was actually starving herself to death.

Lynn describes her life as an anorexic: "I was constantly weighing myself," she says. "I became an expert at calorie counting. I know exactly how many calories there are in each piece of food. Whenever I could, I wouldn't eat, except if someone was watching--then I'd only eat real low calorie stuff."

Lynn was obsessed by food, or rather, the lack of food. To fool her parents, she'd sit at the dinner table and spend the whole time cutting up everything into smaller and smaller bites. Then she'd chew those tiny morsels for many minutes, giving the appearance that she was eating a normal meal. In the time it took her family to eat a whole meal, she consumed a few vegetables and maybe a couple of bites of salad. She'd hide food in her napkin, put some on her brother's plate, or feed it to the dog.

But Lynn was worried about her condition. She knew she had a serious eating problem that was harming her health. But, she says, "I am afraid of being fat."

Lynn's problem went on for a long time before anyone found out it was so severe. "Finally, I lost so much weight my friends and parents knew I needed help. One friend told my parents and a school counselor. When they came to me, I told them that everything was okay and to leave me alone. . . " But after Lynn's collapse and hospital stay, she could hide her problem no more.

Lynn is now getting help from Mr. Bob Allers, who is a school psychologist. It will be a long and hard road before Lynn is well. "I'm still not sure I can eat," she admits, "but I know the help I'm getting is good for me."

WHAT CAUSES ANOREXIA?

Anorexia nervosa affects over two million people, and there are about 200,000 new cases each year. According to Mr. Allers, it usually strikes girls, and a very few boys, between the ages of 13 and 22. Many doctors believe the disease is caused by emotional problems. For example, every day teens see TV shows and ads that say, "Thin is in!" So, teens get the idea that unless they are super thin, they aren't attractive or socially acceptable. Unfortunately, anorexics take "thin-is-in" philosophy too far. A five foot, 10-inch anorexic who weighs 85 pounds will look in the mirror and think, "I still look fat. I need to lose another five or 10 pounds." Anorexics don't see their bodies in a realistic way. While family and friends see an anorexic's body as boney, the anorexic sees it as fat and flabby.

Mr. Allers adds that some teens become anorexic because they're afraid of growing up. Anorexics are often confused about their sexuality and would like to delay adulthood. So, they starve themselves and that reduction of body fat often results in delaying menstruation and development of an adult body. Even anorexic males are so thin that their bodies look like those of small children.

Although many doctors believe anorexia is a result of emotional problems, some are beginning to suspect a physical cause. Doctors know that many teens worry about being fat -- 85 percent are on diets by the time they reach age 18. And many teens are afraid of becoming adults, too. So, what makes one teen anorexic while another stays healthy? Researchers have recently discovered that anorexics have an excess of the hormone cortisol in their brains. These researchers believe that emotional stress and extreme dieting can trigger the over development of cortisol; once the cortisol level is elevated, the person loses appetite.

WHAT ARE SOME SYMPTOMS OF ANOREXIA?

Lynn clues us in on how we can spot a teen who is a secret anorexic. There are a lot of signs," she says. "First an anorexic kid is usually quiet and shy. They stand around a lot. They may have been once very involved in school events, then suddenly they stop participating. These kids often throw their lunches away at noon. They wear baggy clothes to hide their condition, and they often complain that they feel cold. I remember seeing this guy at a track meet. It was June and 75 degrees out, but he was huddled up in a coat. We just stared at each other. We both knew . . . he was anorexic." Mr. Allers says that other symptoms of anorexia nervosa include a 25 percent drop in body weight (not being caused by other illness), hyperactivity, constipation, lower blood pressure, a slower pulse rate (this is why anorexics feel cold), growth of fine hair over the body, and distorted body image (anorexics think they are fat when they are really very thin). One anorexic recalled how she'd get up every morning at three and go jogging for two or three hours. Others take laxatives or diet pills. Many go on eating binges, gorging themselves with huge amounts of food. Still others will only eat in private -- often taking their meals into the bathroom where they are sure to be undisturbed. But, after they have eaten, they are so over whelmed by guilt that they immediately self induce vomiting. This eating disorder of binging and purging is termed *bulimia*. Continual vomiting is especially dangerous because important vitamins and protein are lost along with the food. And, the acids from the stomach burn the esophagus, throat, and eat away at tooth enamel.

Ironically, most anorexics are seen by their peers as highly successful individuals. They often participate in extracurricular activities such as cheer leading, student council, or sports. And their grades are usually above average. But though they seem like achievers, anorexics think they are failures. Controlling their body weight often seems to them the only thing in their lives they can control. In reality, anorexics have no self control. Their life threating eating behavior is compulsive--they can't help themselves.

TREATMENT FOR ANOREXIA

Every day, doctors are learning more and more about this strange and tragic disease. And they are learning more about how to help anorexics, too. So, there is great hope that anorexics will eventually get well. But there is no simple or quick cure. It can take many years of therapy and, in a few serious cases, months of hospital care. But experts agree that getting help as soon as possible is important to successful treatment, or the disease can result in death. The longer the disease continues, the harder it is to bring under control.

WHERE TO GO FOR HELP

A List of National Sources

ANRED
(Anorexia Nervosa and Related Eating Disorders)
P. O. Box 5102
Eugene, Oregon 97404
Dr. Gene Ann Rubel

American Anorexia Nervosa
Association, Inc.
133 Cedar Lane
Teaneck, New Jersey 07666

Elise Turn
NAANAD
(National Association of Anorexia Nervosa and Associated Disorders)
P. O. Box 271
Highland Park, Illinois 60035

A READING LIST

If you'd like to learn more about anorexia nervosa, you should look for these books:
Starving For Attention: The True Story of Pat Boone's Daughter's Struggle With Anorexia Nervosa, by Cherry Boone O'Neill.

The Golden Cage: The Enigma of Anorexia Nervosa, by Dr. Hilde Bruch.

Bulimarexia: The Binge/Purge Cycle, by Marlene Boskind-White and William C. White.

Treating and Overcoming Anorexia Nervosa, by Steven Levenkron.

Too Fat? Too Thin? Do You Have a Choice? by Carolyn Arnold

When Will We Laugh Again: Living and Dealing With Anorexia and Bulimia, by Barbara P. Kinoy, Estelle B. Miller, and John A. Atchley, with the collaboration of the Book Committee of the American Anorexia/Bulimia Association.

Supplement 17

UNIT: Nutrition and Food Use

INDEPENDENT RESEARCH TOPICS

- Carcinogens
- Cholesterol
- Nitrates
- Megavitamins
- Diabetes
- Athletes
- Vegens
- Lacto Vegetarians
- Lacto-ovo Vegetarians
- Yen Macrobiotic Diet
- Obesity
- Fad Diets
- Additives
- Preservatives
- Natural Foods
- Synthetic Foods
- Organic Foods
- Food Fads
- Food Fallacy
- Food Quackery

UNIT: Nutrition and Food Use

SAFETY CONSIDERATIONS

a. Keep equipment in good working order.

b. Use equipment as it is designed to be used.

(1) Store/use knives and sharp objects properly.

- keep well sharpened
- store away from work surfaces, in a manner so they must be picked up by the handle
- always pay attention when cutting

(2) Safeguard areas of pots, pans and racks.

- keep handles facing inward while cooking to prevent accidental tripping
- be certain handles are not directly over another burner
- check to be certain handles are secure
- remove lids away from the face to prevent steam for scalding
- use protective mitts or pot holders
- place items well away from edges of counters

(3) Use electrical outlets or cords wisely.

- keep away from water, sharp objects or moving parts of equipment
- don't use if the outer covering of cord is split or frayed, prongs are missing or damaged, wall outlet feels warm to the touch
- check for UL seal of approval
- disconnect before cleaning
- avoid tragedy: never stick a knife or other metal object into an electric toaster or other appliance.

(4) Keep floors and counter space clean.

(5) Prepare for an emergency.

- keep a container of salt or an extinguisher near range to put out fires
- know how to shut off gas, electricity and water
- post emergency telephone numbers for fire department, emergency or ambulance squad and doctor
- know the quickest exit routes for an emergency; drill other family members for emergency exits
- keep a well stocked first aid kit handy
  - fire blanket
  - adhesive tape, gauze pads and bandages
  - alcohol, ointment, antiseptic creams or mercurochrome

UNIT: Nutrition and Food Use

Equipment Password

The game is played like the password television show. The class is divided into groups of five (1 moderator, 2 to give clues, 2 to guess words). The moderator gives the word to the 2 giving clues who then, in turn, provide one word clues to those guessing.

Any equipment terms may be used:

skillet
pot
colander
mixer
spatula
grate
measuring cup
bowl
pitcher

Supplement 20

UNIT: Nutrition and Food Use

Name Date Period Score

Objective: Modify recipes by increasing the amounts of ingredients. (Math)

Directions: Study the following recipe and use the information to answer the following questions. Circle the correct answers.

MRS. ROSEN'S SUGAR COOKIES

Preheat oven to 400°

2/3 cup shortening
1/2 cup sugar
1/4 cup honey
2 eggs
1 tsp. vanilla
1 tsp. baking powder
1 tsp. salt
2 1/4 cups whole wheat flour

1. Mix shortening, sugar, honey, eggs, and vanilla.
2. Stir in remaining ingredients.
3. Drop by teaspoon on ungreased baking sheet.
4. Bake 8-10 minutes or until light brown. Immediately remove from baking sheet.

Makes 3 dozen cookies.

1. How much flour is needed if this recipe is doubled?

   a. 1 1/2 cups

   b. 4 1/2 cups

   c. 2 1/2 cups

   d. 4 1/8 cups

2. Mrs. Rosen has been asked to make 12 dozen cookies. By what numbers will she need to multiply the recipe to make 12 dozen cookies?

   a. 12

   b. 9

   c. 4

   d. 6

3. How much shortening will be needed to double this recipe?

   a. 4/6 cup

   b. 1 1/3 cup

   c. 1/3 cup

   d. 1 2/3 cups

4. Mrs. Rosen's daughter wants to make 1-1/2 dozen cookies. What should she do?

   a. double this recipe

   b. triple this recipe

   c. divide this recipe by two

Supplement 20

Name Date Period Score

Objective: Modify recipes by increasing the amounts of ingredients. (Math)

RECIPE MATH

There are times when changes must be made in a recipe to alter the number of servings that can be made.

To double a recipe: multiply by 2

1 cup flour X 2 = 2 cups flour

To cut a recipe in half: divide by 2

1 cup flour ÷ 2 = 1/2 cup flour

Directions: Practice doubling and dividing in half the following ingredients, using the real thing when possible.

	CHEESECAKE INGREDIENTS	DOUBLED QUANTITY	CUT-IN-HALF QUANTITY
1.	5 pkg. cream cheese	Pkg.	Pkg.
2.	3 T. flour	T.	T.
3.	4 eggs	Eggs	Eggs
4.	1/2 c. milk	Cup	Cup
5.	1/4 tsp. vanilla	tsp.	tsp.
6.	1 3/4 c. sugar	Cup	Cup
7.	1 1/2 tsp. soda	tsp.	tsp.

	SPINACH LOAF INGREDIENTS	DOUBLED QUANTITY	CUT-IN-HALF QUANTITY
1.	3/4 lb. ground beef	lb.	lb.
2.	1 bunch spinach	bunch	bunch
3.	1 small onion	onion	onion
4.	2 eggs	eggs	egg
5	2 T. flour	T.	T.
6.	1 T. butter	T.	T.
7.	1/2 c. milk	cup	cup

UNIT: Nutrition and Food Use

FACT SHEET: SAFE FOOD HANDLING, PREPARATION, AND STORAGE

A. In transporting groceries from store to home, temperature changes should be kept to a minimum. Leaving a sack of groceries in a car on a hot day promotes spoilage. The smart shopper will make the grocery store the last stop before home.

B. Proper storage of food means keeping it away from filth, pets, and household chemicals and promptly putting it away under the best conditions for its protection. Food storage areas should be built to keep out filth and pests. A cabinet with a drainpipe running through it--as under the kitchen sink--is not a safe place to store food because of possible leakage. Unsealed drainpipe areas may allow insects and rodents to enter. Further food storage areas should not be used for any other purposes.

C. A system of identifying the amount of time food has been stored helps ensure that the oldest items will be used first. Most foods deteriorate gradually even under ideal storage conditions and when kept too long, frequently become inferior in quality.

D. Bacterial contamination of foods can be reduced through cooking or refrigeration. Both processes retard growth of disease producing bacteria. In order to grow, bacteria needs moisture, warmth, and a source of food. Refrigeration retards bacteria growth by removing one of the necessities for growth--warmth. Most bacteria are not killed by refrigeration but it does prevent their multiplying and retards their ability to produce toxin or poison. Cooking food at high temperature, however, not only retards growth, but also kills bacteria.

E. The following four types of bacteria most often causes food borne illnesses:

1. *salmonellae*--these bacteria are usually carried through raw meat, poultry, eggs, and dairy products and can then contaminate other foods. Salmonellae cause nausea, vomiting, abdominal cramps diarrhea, and fever.

2. *clostridium perfringens*--these bacteria are brought into home kitchen by meats, poultry, and other high protein foods. They are most likely to be present when large amounts of food have been prepared and then left at room temperature for long periods of time. Like other harmful bacteria, they can cause illness.

3. *staphylococcus*--these bacteria are found on the skin in noses and throats, and on raw meats. Any food that comes in contact with people during processing or preparation can become contaminated. Custards, cream filled pastries, egg, ham, chicken, and potato salads are most often involved in food poisoning by staphylococci.

4. *Botulism*--this is the most serious form of illnesses caused by foods and it can be fatal. The most common sources of botulism are home canned meats and low acid canned foods, such as string beans, beets, and corn that are prepared by methods other than pressure canning.

F. In the preparation of food, the most important requirement for safe food handling is constant attention to rules of personal hygiene and food sanitation in the kitchen. Some elementary rules follow:

At the store:

1. Make the supermarket the last stop before home.
2. Buy perishable foods in small quantities.
3. Always put frozen foods or foods requiring refrigeration in the shopping basket last.

At home:

1. Wash hands thoroughly before handling or preparing foods.
2. Wash hands thoroughly after handling raw foods to lessen the possibility of contaminating cooked ready to eat foods, or utensils.
3. Wash raw foods thoroughly and carefully.
4. Follow directions on labels for storing, preparing and serving frozen foods.
5. Store all foods at proper temperatures.
6. Do not thaw poultry or meat at room temperature. Thaw them in the refrigerator or use cool running water.
7. Promptly refrigerate left overs. When serving them again heat thoroughly.
8. Promptly refrigerate all dairy products and mixtures made from dry milk.
9. Before reusing utensils dirtied in preparing raw poultry, meats, eggs, or pastry mixes wash them with hot water and soap.
10. Keep all food taken on a picnic cold until serving time. Do not expose perishable foods to warm temperatures for more than one-half hour prior to eating.
11. Don't taste raw food preparations containing eggs or pastry mixes.
12. Keep all food containers covered so that food particles from other foods will not fall into them.

UNIT: Nutrition and Food

FDA Consumer Memo

If you come across a food, drug, medical device or cosmetic that you believe may be mislabeled, unsanitary, or otherwise harmful, you will perform a public service by reporting it to the Food and Drug Administration.

The information you supply to FDA can and often does lead to detection and correction of a violation. Many products have been recalled or removed from the market because of action initiated by a consumer.

FDA can't take legal action solely on the basis of your complaint, of course. But it will investigate promptly. In accordance with the requirements of the law. And if a hazard is found, FDA will seek to remedy the situation within the bounds of the law.

Here are some guidelines to follow in reporting hazards to FDA.

BEFORE YOU REPORT

Before you report to FDA about the possible hazards of a product, ask yourself these questions:

Have I used the product as labeled?

Did I follow the instructions carefully?

Did an allergy contribute toward the bad effect?

Was the product old when I opened it?

Make sure you've taken all these factors into consideration before you report a possible hazard to FDA. The hazard may lie in improper use of a product rather than in an inherent defect.

With a medicine, for example, you may suspect the product is harmful if you experience an unusual reaction. You should report this to your doctor immediately.

But the reaction may be a "side effect" rather than an indication of a defect. It may not be necessary to inform FDA about it. Your physician will be the guide.

WHERE TO REPORT

You may refer your complaint in writing or by phone to the nearest FDA Field Office or Resident Inspection Station.

FDA has 10 Regional offices, 19 District offices, and 97 resident inspection stations throughout the United Sates. You can find the address and phone number of the nearest FDA office in the telephone directory under U.S. Government. Department of Health, Education, and Welfare, Food and Drug Administration.

If you wish, you may write about your complaint directly to FDA headquarters. The address is Food and Drug Administration, 5600 Fishers Lane, Rockville, Maryland 20852. This complaint will reach the correct person.

HOW TO REPORT

Report your grievance as soon as possible after it occurs. Give your name, address, telephone number, and directions on how to get to your home or place of business.

State clearly what appears to be wrong.

Describe in as much detail as possible the label of the product. Give any code marks that appear on the container. For example, markings on canned foods are usually embossed or stamped on the lid.

Give the name and address of the store where the article was bought, and the date of purchase.

Save whatever remains of the suspect product or the empty container for your doctor's guidance or possible examination by FDA.

Retain any unopened containers of the product you bought at the same time.

If an injury is involved, see your physician at once.

Report the suspect product to the manufacturer, packer, or distributor shown on the label, and to the store where you bought it.

FDA has limited jurisdiction over certain consumer products. If you have complaints about any of the following these are the Federal agencies to inform.

Suspected false advertising--*Federal Trade Commission.*

Meat and poultry products--*U.S. Department of Agriculture.*

Sanitation of restaurants--*local health authorities.*

Products made and sold exclusively within a State--*local or State Health Department or similar law enforcement agency.*

Suspected illegal sale of narcotics or dangerous drugs (such as stimulants, depressants, and hallucinogens)--*Drug Enforcement Administration, U.S. Department of Justice.*

Unsolicited products by mail--*U.S. Postal Service.*

Accidental poisoning--*Poison Control Centers.*

Dispensing practices of pharmacists and drug prices--*State Board of Pharmacy.*

Pesticides, air and water pollution--*Environmental Protection Agency.*

Hazardous household products and toys--*Consumer Product Safety Commission.*

UNIT: Nutrition and Food Use

CAMPAIGN MANAGER

The purpose of this simulation is to teach substitution of nutritious snacks for empty calorie snacks. Divide the class into groups with 4 or 5 students in each. Each group will prepare a campaign speech for a nutritious snack. The campaign speech for a nutritious snack should include reasons why it should be "voted" for and the less nutritious snack "voted" against. A campaign manager for each group will present the speech to the class. You may use signs, posters, or other campaign literature to help the campaign speech. You may use one of the following campaign speeches or any other your teacher approves:

Campaign Speeches

fruit juice vs. soda pop
banana vs. chocolate candy bar
carrot vs. potato chips
raisins vs. hard candy
cheese vs. pretzels

After all the speeches are made, each class member may vote on the nutritious snack he or she would be most likely to substitute for one that is less nutritious.

Supplement 24

Food and Nutrition

Name Date Period Score

Objective: Use appropriate reference materials. (Reading)

READING AND UNDERSTANDING DIRECTIONS

YELLOW CAKE MIX

Preheat Preheat oven to 350°. Generously grease (about 1/2 Tablespoon each pan) and then flour pans.

Mix In large bowl combine mix, 1-1/3 cups of water and 2 eggs; blend until moistened. Beat 2 minutes at medium speed. If hand mixing, beat vigorously 300 strokes.

Bake Bake at 350° until done. Cake is done if toothpick inserted in center comes out clean. Do not test for doneness by touching with finger.

Two 8" x 1-12" round layers	about 30-35 minutes
Two 9" x 1-12" round layers	about 25-30 minutes
Two 13" x 9" x 2" oblong pan	about 25-30 minutes
One inch pan 10" or fluted	about 35-45 minutes
24 medium cup cakes	about 15-20 minutes

Cool Cool 10 or 20 minutes in pan (for tube pan cook 25 minutes). Remove from pan and cool top side up. Frost when fully cool. See side panel for frosting recipe. When baking at high altitude or using only 1/2 package, see side panel.

Directions: Underline the best answer in the following questions.

1. John's cake pan is 13" x 9" x 2" oblong. Approximately how long will he bake the cake?
   - a. 30 to 35 minutes
   - b. 15 to 20 minutes
   - c. 35 to 45 minutes
   - d. 25 to 30 minutes

2. How much water will John need for the mix?
   - a. 11/2 cup
   - b. 1 cup
   - c. 1/3 cup
   - d. 11/3 cup

3. At what temperature should John set the oven?
   - a. 325 degrees
   - b. 350 degrees
   - c. 400 degrees
   - d. 300 degrees

4. John will need the following ingredients:
   - a. eggs and milk
   - b. eggs, grease, flour
   - c. egg, water
   - d. grease, flour, eggs, and water

5. John will need to cool the cake in the pan for:

   a. 10-20 minutes
   b. 25 minutes
   c. 30 minutes
   d. 5-10 minutes

6. If John will be frosting the cake, he can frost it:

   a. just out of the oven
   b. after 20 minutes
   c. after one or more hours
   d. when fully cooled off

UNIT: Nutrition and Food Use

FOOD LAB PERFORMANCE RATING SCALE

Elizabeth Peterson
Paulina Community Schools

Date ______________ Kitchen ______________ Students ______________

3 = Good 2 = Average 1 = Needs Improvements

		Your Points
I. Planning	Sure of recipe, equipment, and ingredients Followed a work schedule	______ ______
II. Preparation	Apron Sleeves Hands Hair	______ ______ ______ ______
III. Kitchen Techniques	Followed recipe Used proper utensils Followed safety rules Stayed in own area Divided work among whole group Worked quietly	______ ______ ______ ______ ______ ______
IV. Final Product	Ready on time Appearance Taste	______ ______ ______
V. Table Service and Manners	Table set properly Ate in a mannerly way	______ ______
VI. Clean up	Dishes prepared and stacked Washed and rinsed thoroughly Dishes and equipment put away Counter Range Sink Towels and dish cloths Table Floor	______ ______ ______ ______ ______ ______ ______ ______ ______
	Total	______

Nutrition and Food Use

TABLEWARE: BUY IT RIGHT!

Paper plates and plastic forks are fine for serving the gang a snack after school. But when you're out on your own, you'll probably want to invest in some of the finer things in life. Fine tableware makes serving food to your friends and family something special. But buying tableware can be confusing, so here are some guidelines to help you sort out what's what in the store. Just unscramble the words in the left-hand column and fill in the statements on the right to get 12 wise buying tips: (Answers are in your teacher's issue of FORECAST).

NOEP OCSTK	1. ____ ____ means that a tableware pattern can be bought in individual pieces and will be available for some time. It *does not* mean it will always be available.
ECALP TESNTIG	2. Fine china is usually bought by the ____ ____, which includes a complete service for one person.
TALFWREA	3. ________ is the general term for all eating utensils.
ERGLISTN	4 ______ utensils are the most expensive kind and are made of 92.5 percent silver with other metals added for strength.
NLIATSSES	5. ______ utensils are the least expensive kind and are made of steel, alloyed with chromium to resist corrosion and discoloration.
REVPALTELISD	6. ________ utensils are made of a base metal and coated with silver. They are moderately priced.
NELISN	7. Tablecloths, runners, napkins, and placemats are all called table ______, though they may be made of many other fibers.
LUCTENSNART	8. Fine china is ______. If you hold it up to a light with your hand behind it, you should be able to see the shadow of your hand.
SYATLRC	9. To spot fine ______, hold a glass in front of a white background. It should look clear; if it's cloudy or tinged with blue or green, it's poorer quality.
NEOB NICAH	10. ____ ____ is fine dinnerware made of white clay with a high percentage of animal bone ash. It is fired at a very high temperature.
TNEMRANPE RESPS	11. Fabrics used for tablecloths, napkins, and placemats should be durable, washable, and ______ ______ for easy care.
NEWREAOTS	12. ______ is less expensive than china and very popular today. It is fired at a lower temperature than china and is characteristically brown or gray in color.

UNIT: Nutrition and Food Use

HOW TO SET A TABLE

Setting a table is easy once you know the rules.

.. Many teens (and adults!) panic when faced with a fancy place setting. (Which fork for the salad? Which spoon for the soup?) But table setting rules were made to make eating easier--not harder.

A formal dinner table is very different from one for most family meals, but the basics are the same. Once you know them, you can set a formal table--and you won't lose your cool in a fancy restaurant worrying about which fork to use.

SPECIAL SETTINGS

You might use these for special occasions:

- *A salad plate*--put it on the left above the fork.
- *A bread and butter plate and a salad plate*--put the bread and butter plate on the left, above the fork; put the salad plate to the left of the napkin.
- *The bread and butter knife* isn't often used today. It goes on the bread and butter plate, either horizontally or vertically.

NAPKINS

Traditionally a folded napkin goes to the left of the plate and fork. (The fold faces away from the plate, the open corners go at the bottom, open toward the plate.)

AFTER THE MEAL

Cups and saucers for coffee and tea go to the right of the spoons. But if you're serving coffee or tea after the meal, set the cups and saucers then.

A dessert fork or spoon can go to the side of the plate (furthest in, because it's used last), or centered above the plate with handle to the right. Or just bring in dessert flatware right on the dessert plates.

What to use--*a dessert fork* or a *dessert spoon?* Whichever works best: a fork for cake, a spoon for ice cream, or either if you're serving both.

FIRST THINGS FIRST: DISHES . . .

Set lunch or dinner plates 1 to 11/2 inches in from the table edge. (Or center them on placements, with the placemat even with the table edge or 1 inch from it.)

. . . AND GLASSWARE

A *water glass* belongs just above the knife tip.

If you're serving another beverage, that glass goes to the right of (and a little below) the water glass.

FLATWARE BASICS

Set all the flatware you need for the meal (except sometimes dessert) in advance.

- *Forks* go to the left of the plate, tines (pointed ends) pointed away from the dinner for safety.
- *Knives* go to the right, blade facing the plate--again for safety.
- *Spoons* go to the right of the knife, bowls faced up and ready to use.

FLATWARE DOUBLES

Fork and spoon confusion upsets some people, but the basics are easy.

- *Forks*: There are two basic kinds--a dinner fork and a salad (or dessert) fork (which is smaller).
- *Spoons*: There are two main kinds--a soup spoon and a teaspoon (or dessert spoon).

Always put the fork or spoon to be used first on the outside (where a dinner's hand will come to it first). So, if you are serving salad before the meal, put the salad fork on the outside and the dinner fork nearest the plate.

A LAST LOOK

After you've set the table, step back and check out the overall effect.

√Are plates, flatware, and napkin all straight across each setting?

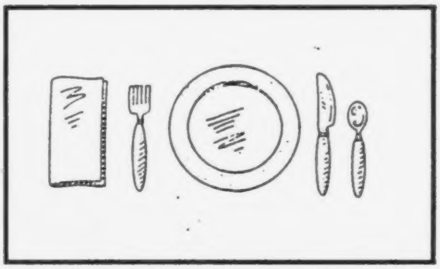
√Does the setting look uncrowded and appealing?

Once you know the rules, relax, and enjoy the banquet no matter how casual or fancy it might be!

UNIT: Nutrition and Food Use

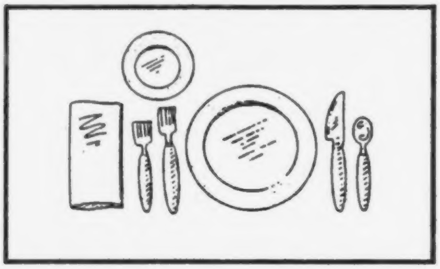
HOW WOULD YOU SET IT

Think you know the basics of setting a table?
Test yourself--with this quick quiz.
Just tell us what's wrong with each place setting.



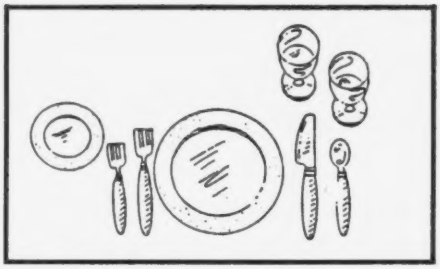
What's wrong with this setting?

a. It doesn't have enough flatware.
b. The knife edge is turned to the outside
c. The spoon is misplaced.



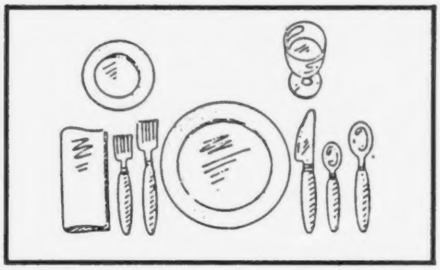
Sam is serving steak, potatoes, and--after the main course--a salad. What's wrong with the place setting?

a. The salad fork should be on the inside.
b. He should serve soup, too.
c. There aren't enough spoons.



Jessie has just set the table for a New Year's dinner for the family. What's wrong?

a. The salad plate should be above the fork.
b. She forgot the napkins.
c. Both of the above.



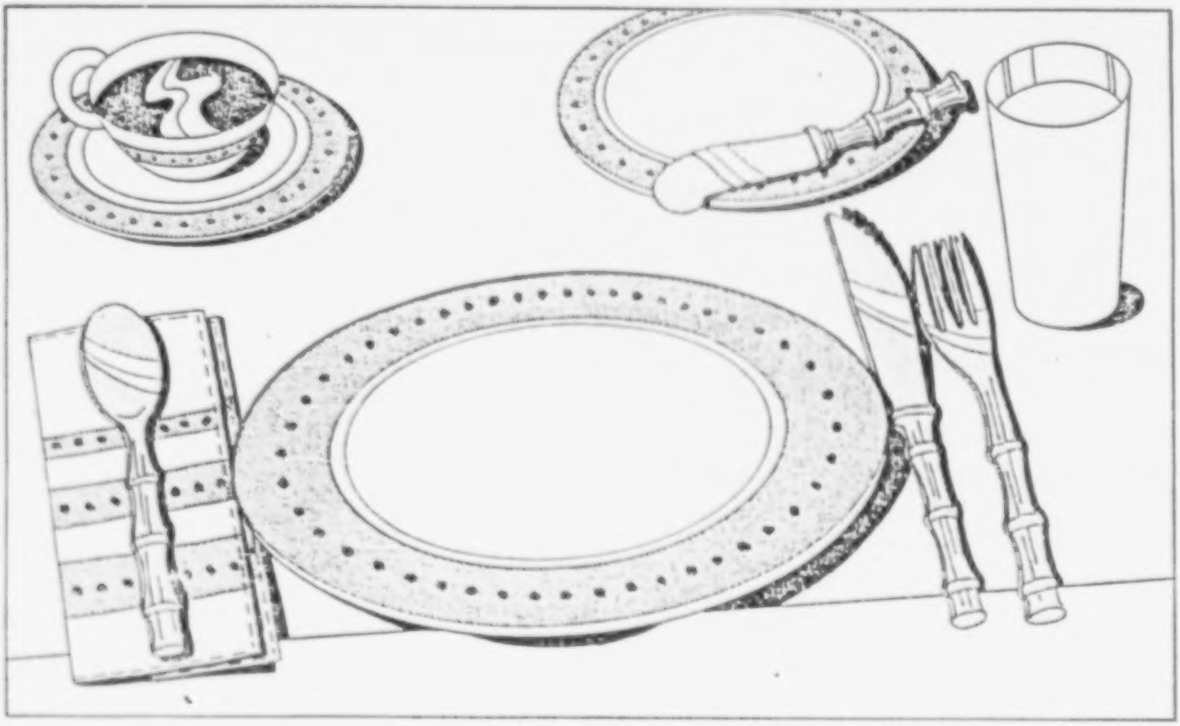
In a restaurant, a waiter is bringing Ida's first course--pieces of fish in a broth. Which fork should she use?

a. The outside fork--it's the first course.
b. The inside fork--it's the only one big enough for those fish pieces.
c. Neither. She should use a spoon--whichever spoon is on the outside.

UNIT: Nutrition and Food Use

SET IT RIGHT

Now that you know about buying tableware, find out how much you know about setting a table properly. This picture looks okay at first glance, but there are eight tablesetting mistakes. Find the mistakes and write them down in the space provided at the bottom of the page. (Answers are in your teacher's issue of FORECAST)



1____

2____

3____

4____

5____

6____

7____

8____

UNIT: Nutrition and Food Use

CAREERS IN NUTRITION

- Locate the term that matches the statement. Place the letter of that term in the blank to the left of the proper statement. Some of the terms may be used more than once.

Statement

__ 1. Has passed the examination for registration and also qualifies as an Association.

__ 2. Provides job opportunities in planning and preparing nutritious meals for students.

__ 3. Besides planning menus, has responsibilities such as supervising employees and controlling quality and cost of food.

__ 4. Work in hospitals as assistants, technicians, and clerks.

__ 5. Employed by local Cooperative Extension Service to help people shop wisely and to plan and prepare nutritious meals.

__ 6. Provides nutrition education programs to help students understand what nutrients do for the body.

__ 7. Have had a one or two year course in food and nutrition in a community college or on the job training.

__ 8. One of the fastest growing industries in the country, providing plentiful job openings.

__ 9. Dietitians who work in hospitals.

__ 10. Need advanced degrees such as a master's or doctorate, to work in medical centers or with food or equipment manufacturers.

Term

A. clinical dietitians
B. food service
C. food service dietitian
D. nutrition education assistants
E. paraprofessionals
F. researchers
G. registered dietitian
H. school food service

NUTRITION AND FOOD USE TRANSPARENCY MASTERS

PROTEINS PROMOTE GROWTH

UNIT: Nutrition and Food Use

Transparency Master 1

CARBOHYDRATES AND FATS

SUPPLY BODY WITH HEAT AND ENERGY

UNIT: Nutrition and Food Use

VITAMINS AND MINERALS REGULATE BODY PROCESSES

POOR SUPPLY OF VITAMINS
AND MINERALS IN DIET

GOOD SUPPLY OF VITAMINS
AND MINERALS IN DIET

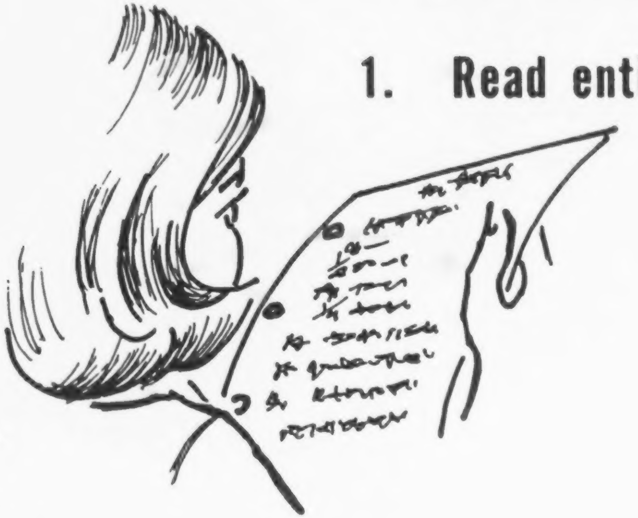
Transparency Master 3

ABBREVIATIONS AND TERMS USED IN RECIPES

UNIT: Nutrition and Food Use

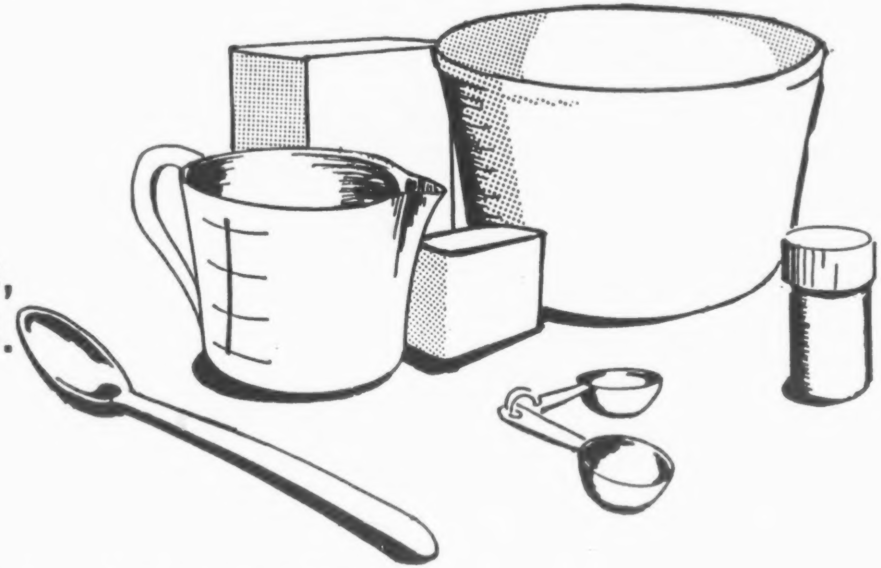
Transparency Master 4

HOW TO USE A RECIPE



1. Read entire recipe.

2. Make sure you have tools, ingredients, and time required.



3. Follow instructions carefully.

UNIT: Nutrition and Food Use

Transparency Master 5

MEASURING FLOUR

SIFTER

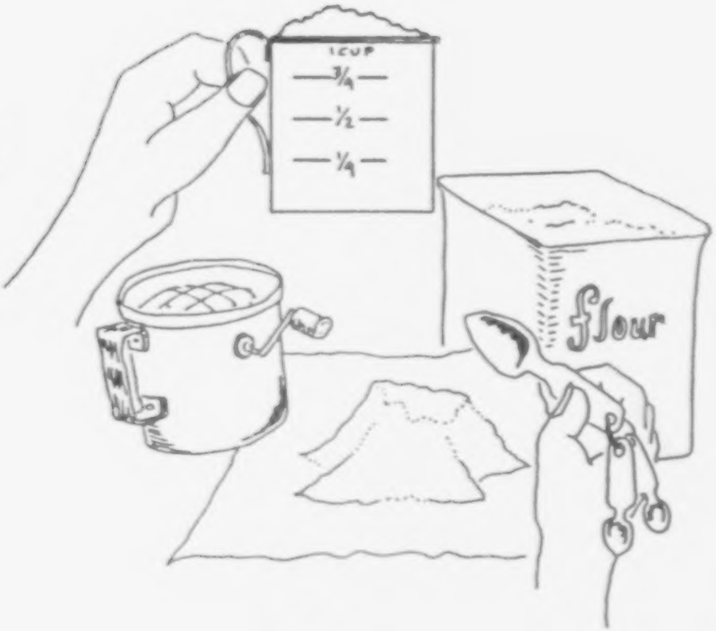
DRY MEASURING CUP

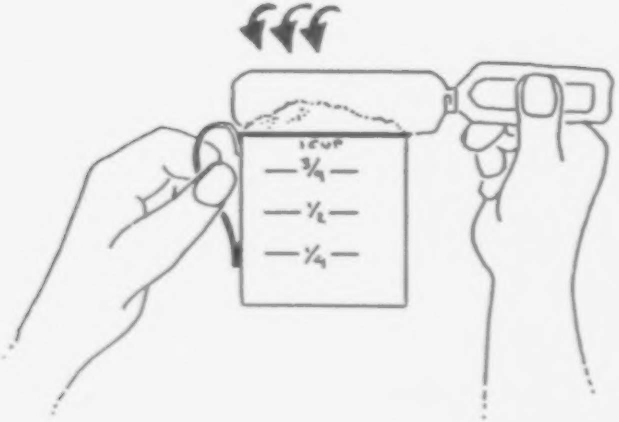
TABLESPOON

FLOUR CANISTER

WAX PAPER

METAL SPATULA





Transparency Master 6

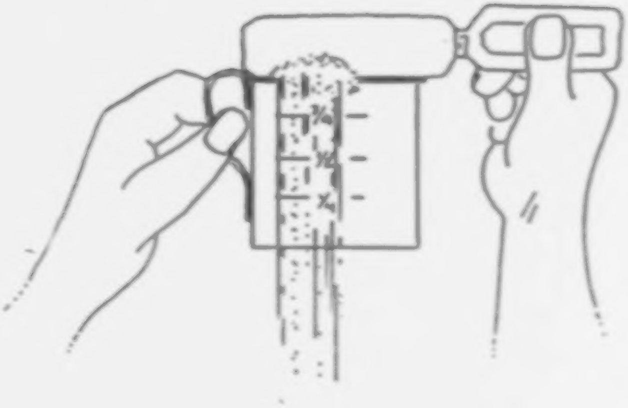
UNIT: Nutrition and Food Use

MEASURING SUGAR

GRANULATED SUGAR

DRY MEASURING CUP

METAL SPATULA



BROWN SUGAR

DRY MEASURING CUP

METAL SPATULA

TABLESPOON

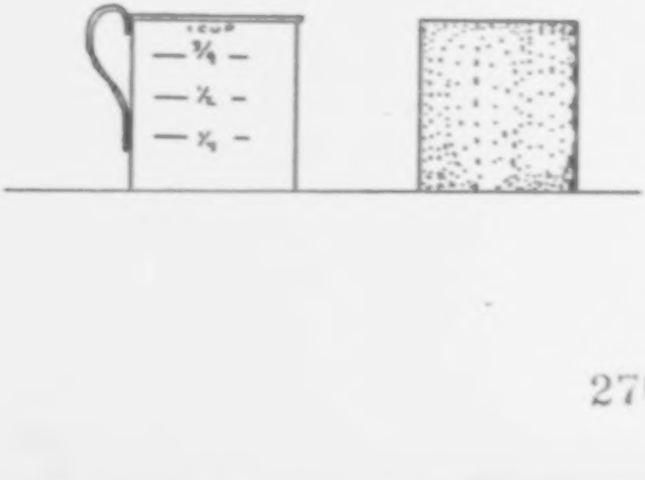
CONFECTIONER'S SUGAR

SIFTER

TABLESPOON

DRY MEASURING CUP

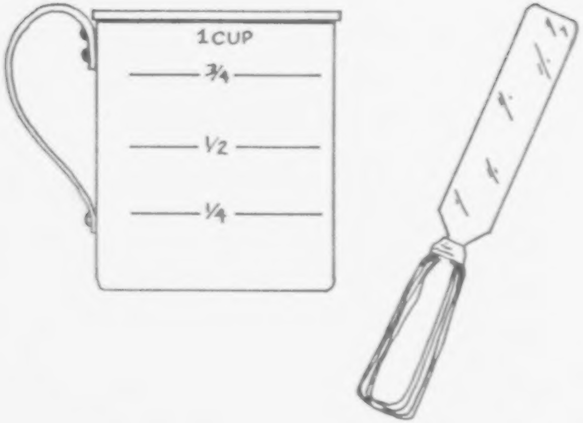
METAL SPATULA



Transparency Master 7

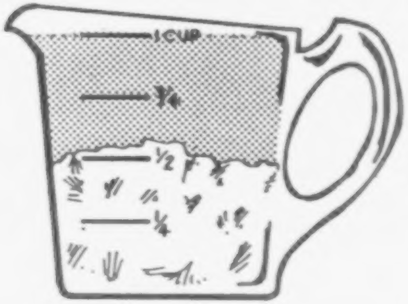
MEASURING SHORTENING

PACKED METHOD



TABLESPOON
DRY MEASURING CUP
METAL SPATULA
SHORTENING

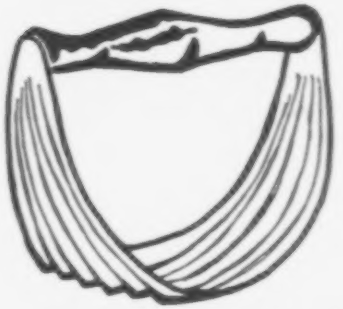
WATER DISPLACEMENT METHOD



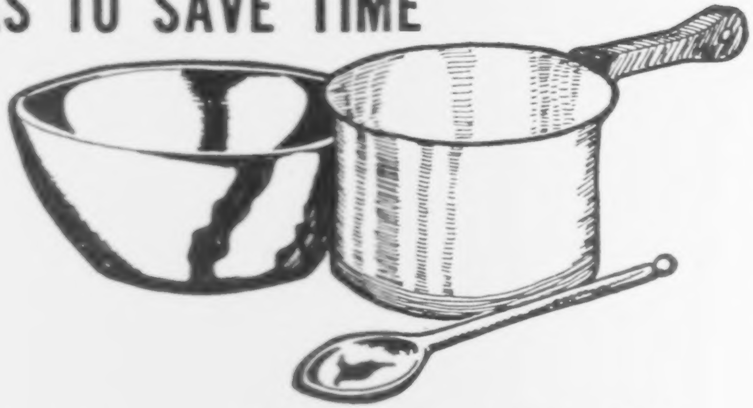
LIQUID MEASURING CUP
TABLESPOON
WATER
SHORTENING

USE THE RIGHT TOOLS TO SAVE TIME

FLOUR AND SHORTENING

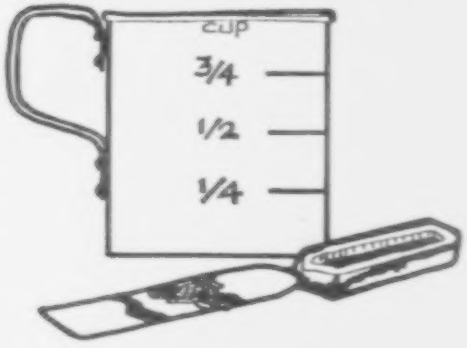


PASTRY BLENDER



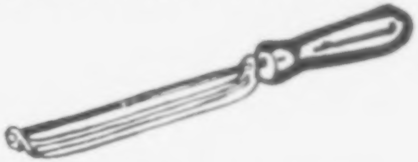
BOWL AND SAUCEPAN
WOODEN SPOON

FLOUR, MEAL, SUGAR



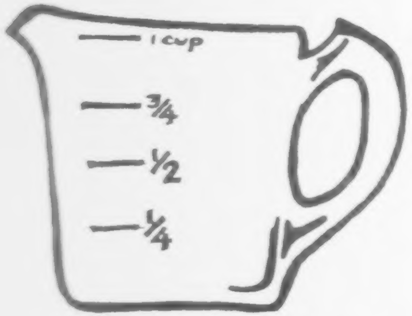
DRY MEASURES
METAL SPATULA

POTATO, CARROT, CELERY



VEGETABLE PEELER

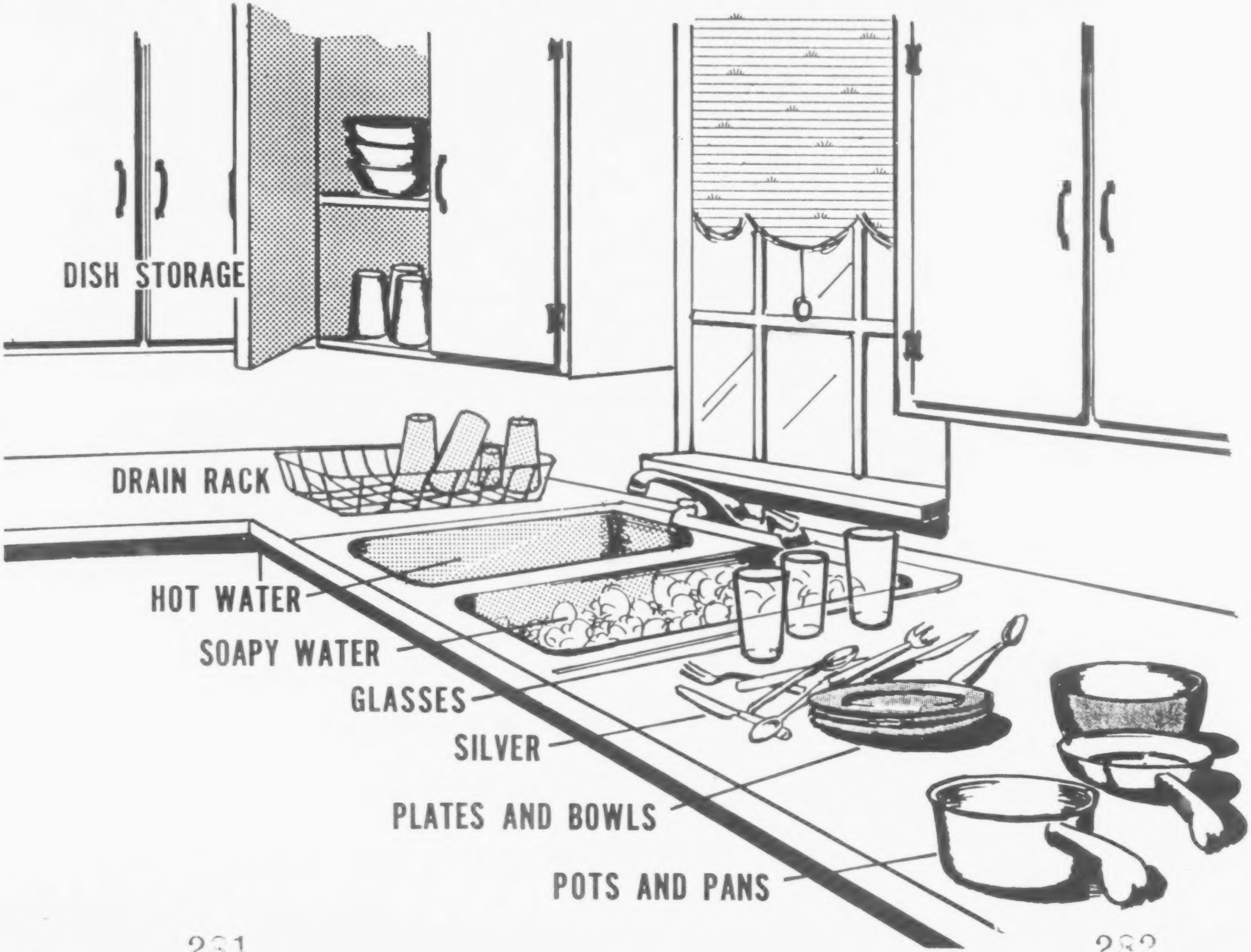
MILK, SYRUP, WATER



LIQUID MEASURE

WORK MOVES SMOOTHLY FROM RIGHT TO LEFT

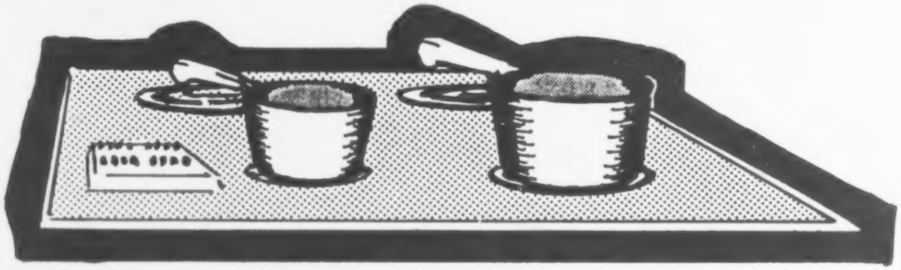
UNIT: Nutrition and Food Use



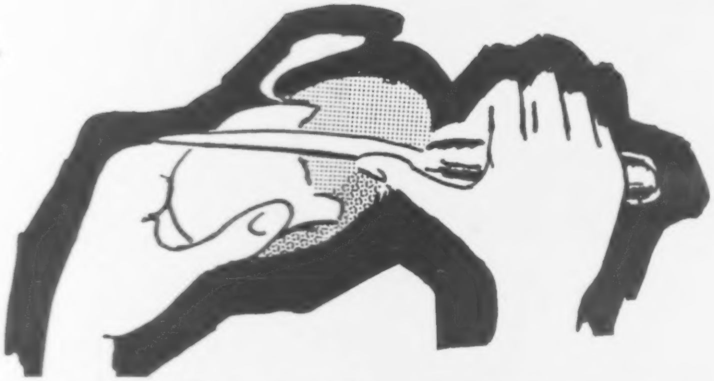
Transparency Master 10

SAFETY IN THE KITCHEN

UNIT: Nutrition and Food Use



Turn pot handles inward on the range.



Peel or slice foods away from you.

Dry hands before touching an
electrical cord or appliance.

Transparency Master 11

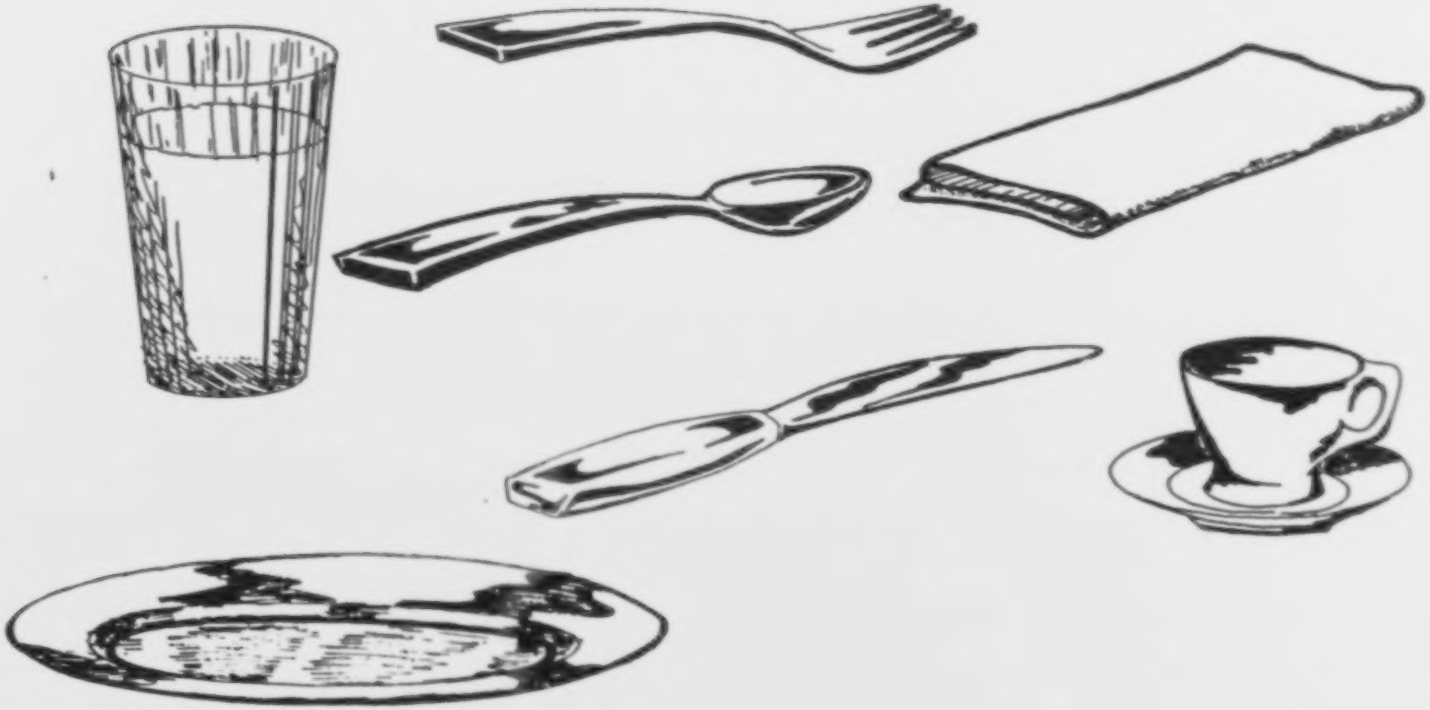
SAFETY IN THE KITCHEN

Smother grease fires with
baking soda, flour, or salt.

Pick up broken glass with a wet paper towel.

TABLEWARE FOR A PLACE SETTING

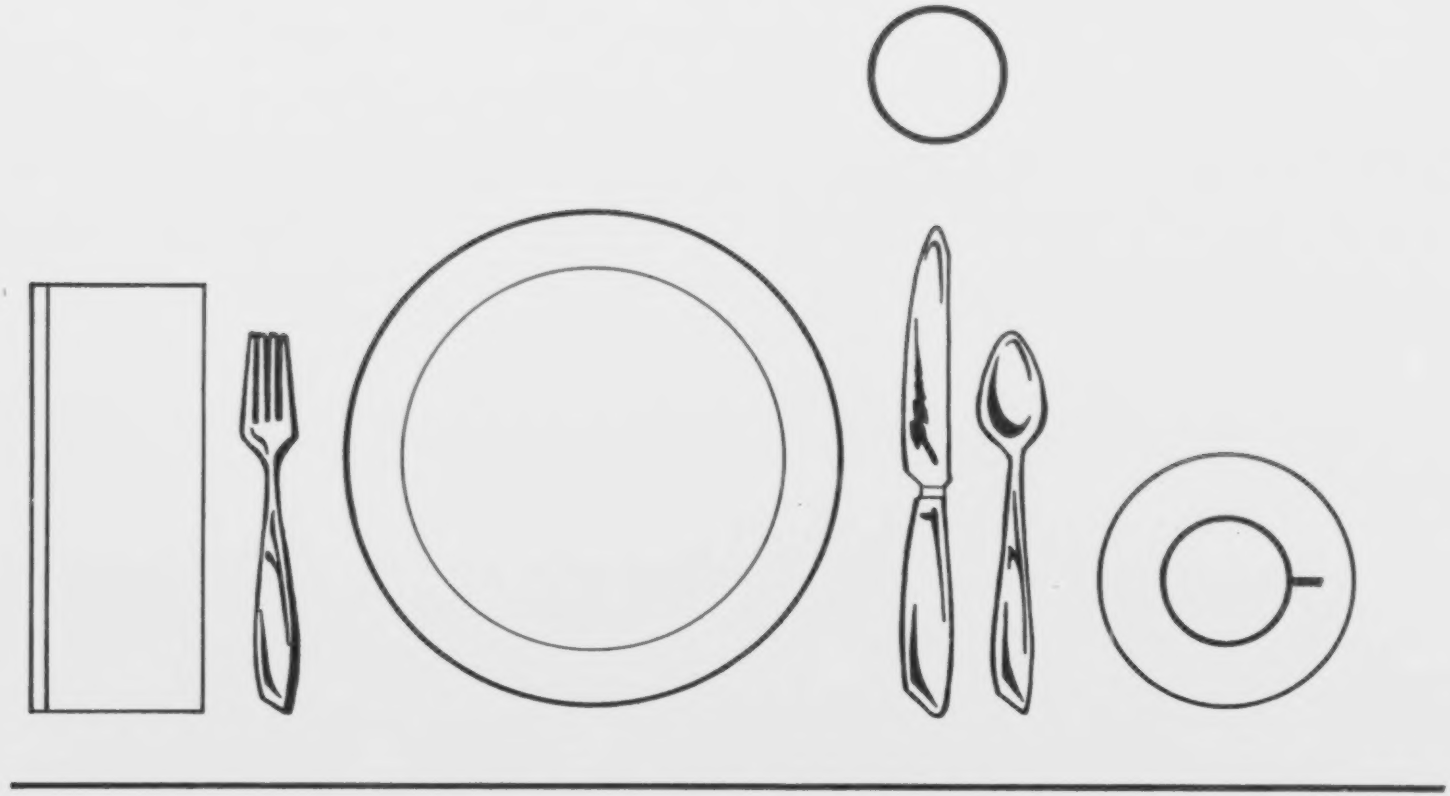
UNIT: Nutrition and Food Use



Transparency Master 13

SETTING THE TABLE

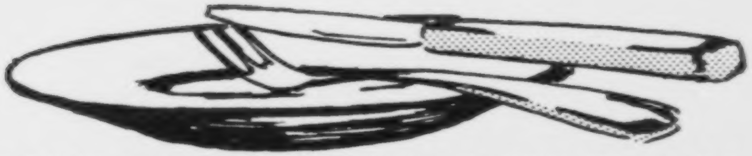
UNIT: Nutrition and Food Use



Transparency Master 14

UNIT: Nutrition and Food Use

USE GOOD MANNERS



PLACE KNIFE AND FORK IN MIDDLE OF PLATE
WHEN YOU FINISH MEAL.

SIT STRAIGHT--REST HAND IN LAP
--KEEP ARM CLOSE TO YOUR SIDE.

REMOVE SPOON FROM CUP OR GLASS
BEFORE YOU DRINK FROM IT.

Transparency Master 15

BULLETIN BOARDS

Bulletin Boards

Title: "Count Your Calories"

Show pictures of latest fashions for both males and females, worn by slender models.

Title: "Count Your Calories."

Post a strip of paper with these words, "How many calories are in these foods? Lift the tab to find out." Show pictures of common foods such as a soft drink, bag of potato chips, chef's salad, fried chicken, and a doughnut. Next to each food mount a small piece of paper folded in half and cut out to resemble a tab. Write the calories in that food under the tab.

Bulletin Boards

Title: "Nutrition. . .A Career for You!"

Post pictures showing people working in various nutrition jobs such as clinical dietitian, school food service worker, hospital dietary aide, extension home economist or assistant, and restaurant dietitian.

Title: "Good Nutrition-A Starting Point for Success"

Cut out a large circle using construction paper in a bright color. Post in center of bulletin board and on it post a colorful picture of a balanced meal.

Bulletin Boards

Title: "Breakfast Ideas"

Post colorful pictures of unusual nutritious breakfast ideas--foods that are not considered "normal" breakfast foods. Include foods such as fruit and cottage cheese, strawberry shortcake, tacos, meatloaf sandwich, hamburger, ice cream with fresh fruit.

Title: "Appealing Meals"

Cut out a colorful picture of a meal that illustrates the aesthetic aspects discussed on page 111 of the textbook. Letter the words "flavor," texture," "temperature," "size and shape," and "color" on strips of paper and post around the food. Link the strips of paper to the food with colored yarn.

FAMILY LIFE

1. COMPETENCY: Identify and describe duties, roles and responsibilities of the family and family members.

2. COMPETENCY: Realize that physical affection is not all sexual, but that it also can be an expression of friendship, celebration, or a loving family.

3. COMPETENCY: Describe the influence of family members and experiences on personal development.

4. COMPETENCY: Analyze the responsibilities of parenthood.

5. COMPETENCY: Describe the signs and symptoms of pregnancy and develop an understanding of and responsibility for family planning.

6. COMPETENCY: Know and describe principles of good home management.

7. COMPETENCY: Recognize contributions of various racial and ethnic groups to family life and society.

8. COMPETENCY: List employment opportunities in careers which relate to home and family services.

CONCEPTUAL STRUCTURE

UNIT: Family Life

COMPETENCY: FL-I. The student will identify and describe roles and responsibilities of the family and family members.

- A. Family
  - 1. Definition
  - 2. Differences
    (patterns, types, structures)
  - 3. Members
    - a. roles
      - (1) traditional
      - (2) non-traditional
    - b. responsibilities
    - c. relationships
  - 4. Life Cycle Stages
    - a. names
    - b. task description
  - 5. The Teenager
    - a. defined
    - b. needs
    - c. common problems

COMPETENCY: FL-II The student will describe the influence of family members and experiences on personal development.

- B. The Individual
  - 1. Heredity
    - a. definition
    - b. process
    - c. inherited characteristics
  - 2. Environment
    - a. definition
    - b. elements in
    - c. acquired characteristics
      - (1) examples
      - (2) sources
  - 3. Role Modeling

COMPETENCY: FL-III. The student will analyze the responsibilities of parenthood.

- C. Parenthood
  - 1. Definition
  - 2. Responsibilities
  - 3. Human Reproduction
    - a. life cycle stages
      - (1) needs (physical, mental, emotional, social)
      - (2) developmental tasks

4. Child care
    a. personal maturity
        (1) behavior
        (2) attitude
    b. responsibilities
    c. satisfaction of children's needs

COMPETENCY: FL-IV. The student will know and describe principles of good home management.

D. Home Management
    1. Definition
    2. Purpose
    3. Tasks to be managed
    4. Resources
        a. individual
        b. time
        c. energy
        d. money
    5. Personal Management Plans

COMPETENCY: FL-V. The student will list employment opportunities in careers which relate to home and family services.

E. Careers
    1. Factors Influencing Decisions
        a. interests
        b. skills
        c. personality
            (1) values
            (2) goals
    2. Home and Family Services
        a. career fields
        b. job titles
        c. job tasks
        d. job responsibilities
        e. personal characteristics needed

UNIT: **Family Life**

COMPETENCY: **FL-I The student will identify and describe roles and responsibilities of the family and family members.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		Keep a notebook. Prepare a bulletin board.	
1. Given necessary instructions, the student will recognize family type, responsibilities and stages.	1.1 Define family.	1.1a Complete and Discuss Directed Reading Assignment.	Chamberlain, V. et al., Teen Guide Teacher Guide, p. 31. Brisbane, Holly, The Developing Child, Student Guide, p. 8. Chamberlain, V. et al, Teen Guide, pp. 88-89.
		1.1b Participate in a teacher directed lesson on the role of the family.	
		1.1c Share your definition of a family, characteristics of a happy family, needs it fulfills, and personal family experiences which were happy.	Transparency Masters 1-6
		1.1d Write your definition for family.	
	1.2 Identify differences among families.	1.2a Complete and Discuss Directed Reading Assignments.	Chamberlain, V. et al, Teen Guide, pp. 89-93. Dunn & Peeler, Living, Learning, and Caring, pp. 12-15.

UNIT: Family Life

COMPETENCY: FL-I The student will identify and describe roles and responsibilities of the family and family members.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.2b During class discussion, define the following terms in relationship to family: customs, traditions, resources, values, goals.	
		1.2c Use a dictionary to define terms associated with family types.	Dictionary Supplement 1
		1.2d Role play to illustrate • Family patterns: authoritarian, permissive, democratic. • Family types: core (nuclear), extended. • Family structure: two parent, one parent, intergenerational household.	
		1.2e Categorize and describe your family.	Supplement 2
	1.3 Describe family roles/responsibilities.	1.3a Collect cartoons about families.	Daily newspaper
		1.3b Watch and evaluate three of the following shows: Little House on the Prairie One Day at a Time Family Ties Bill Cosby Show Different Strokes The Jeffersons	Supplement 3

UNIT: **Family Life**

COMPETENCY: **FL-I The student will identify and describe roles and responsibilities of the family and family members.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.3c Complete and Discuss Directed Reading Assignment.	Chamberlain, V. et al., Teen Guide, pp. 95-97. Dunn & Peeler, Living, Learning, and Caring, pp. 17-20.
		1.3d Participate in small group discussion to ● Define "role". ● List traditional family member roles. ● Find cartoons to illustrate these roles. ● Share TV reviews and find examples of traditional role concepts.	
		1.3e Complete and Discuss Directed Reading Assignment. Discuss needs and contributions of older people to family life and society.	Chamberlain, V. et al., Teen Guide, pp. 107-109.
		1.3f Brainstorm to develop a list of tasks/responsibilities associated with: ● Financial support of family members ● Homemaking ● Child care	
		1.3g Define the "dual role" concept and discuss its impact on family member tasks/responsibilities.	

303

304

UNIT: **Family Life**

COMPETENCY: **FL-I The student will identify and describe roles and responsibilities of the family and family members.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.3h Illustrate non-traditional family roles through: • Cartoon display, transparencies, or posters • Role play • Skit reenactment of TV show	Daily Newspaper
	1.4 In small groups, role play appropriate behavior for specific occasions.	1.4a Attend a teacher presentation on etiquette; take notes.	
		1.4b Write a thank you letter to someone who has done something nice for you. Address the envelope.	Supplement 4
	1.5 Demonstrate various methods of communication.	1.5a After attending teacher presentation, list and give examples of different patterns of communication.	Sasse, Connie, Person to Person, pp. 136-164. Riker & Riker, Me - Understanding Myself and Others, pp. 113-125.
	1.6 Define "life cycle" and list the family life cycle stages.	1.6a Complete and Discuss Directed Reading Assignment.	Chamberlain, V. et al., Teen Guide, p. 96.

UNIT: **Family Life**

COMPETENCY: **FL-I The student will identify and describe roles and responsibilities of the family and family members.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.6b Make a family life cycle booklet. Include: • Personal family photos or magazine/newspaper pictures (at least one for each stage). • Identification of each stage. • Brief description of the major family member tasks at each stage.	

UNIT: **Family Life**

COMPETENCY: **FL-I The student will identify and describe roles and responsibilities of the family and family members.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
2. Given adequate time and the opportunity to review notes, the student will prepare a Bill of Rights for parents and teenagers which provides proof of an understanding of personal needs, appreciation for personal responsibilities, and a desire to establish effective family relationships.	2.1 Characterize the family during the teenage stage.	2.1a Participate in class discussion: 1. Who is a teenager? 2. What is the purpose of the teen years? 3. What family role changes occur during the teenage stage of a family? 4. How does a teenager affect the family life-style?	
		2.1b Attend a teacher presentation on latch-key adolescents. Take notes.	Supplement 5
		2.1c. Using notes, prepare poster depicting safety activities for latch-key adolescents.	
	2.2 Identify suicide warning signs and ways of dealing with them.	2.2a Complete and Discuss Directed Reading Assignment.	Suicide Prevention and Crisis Center, Suicide in Youth and What You Can Do About It.
		2.2b Invite a resource speaker for a presentation on suicide. Take notes and discuss.	
	2.3 Explain reasons for child abuse and ways of helping.	2.3a Complete and Discuss Directed Reading Assignment.	Fawcett, Jan, M.D., Before It's Too Late.
		2.3b In small groups, make posters depicting reasons for child abuse and ways for families to get help.	Supplements 6, 6A Florence Hallum, Prevention of Child Abuse.

UNIT: **Family Life**

COMPETENCY: **FL-I The student will identify and describe roles and responsibilities of the family and family members.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	2.4 List seven guidelines for telling children about a divorce.	2.4a Complete and Discuss the Directed Reading Assignments.	Brisbane, Holly, The Developing Child, pp. 393-396 and 404-406. Riker & Riker, Me - Understanding Myself and Others, pp. 315-317.
		2.4b Attend a teacher presentation on divorce. Or invite a resource counselor to speak on divorce.	
	2.5 Describe the three step process in which children accept death.	2.5a Complete and Discuss the Directed Reading Assignment.	Brisbane, Holly, The Developing Child, pp. 396-399. Riker & Riker, Me - Understanding Myself and Others, pp. 310-313.
		2.5b Attend a peer presentation on a child's perception of death. Take notes.	
	2.6 Compare and contrast the needs of a handicapped child with those of a normal child.	2.6a Have students write a paragraph telling how you would like to be treated by others if you were handicapped.	Brisbane, Holly, The Developing Child, pp. 406-412.

UNIT: **Family Life**

COMPETENCY: **FL-I The student will identify and describe roles and responsibilities of the family and family members.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	2.7 Cite at least three ways of dealing with a crisis.	2.7a After class discussion on coping with problems, plan and perform a short skit, in small groups, pointing out methods of solving problems. Summarize ways of dealing with problems.	Riker & Riker, Me Understanding Myself and Others, pp. 323-337. Brisbane, Holly, The Developing Child, Student Guide, pp. 143-145.
	2.8 Identify significant teenage needs/concerns/problems.	2.8a Complete and Discuss Directed Reading Assignment.	Dunn & Peeler, Living, Learning, and Caring, pp. 25-28.
		2.8b Survey classmates to identify problems common to adolescents.	Supplement 7
		2.8c Play Round Robin to identify: • Needs common to teenagers • Concerns of teenagers • Pressures experienced by teenagers • Problems teens encounter with parents and/or siblings	
		2.8d Write a letter to "Dear Abby" related to an identified need, concern, pressure, or problem.	
		2.8e Invite a resource instructor to respond to "Dear Abby" letters.	Community professionals such as child psychologist, family counselor, guidance counselor

UNIT: **Family Life**

COMPETENCY: **FL-I The student will identify and describe roles and responsibilities of the family and family members.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	2.9 Describe positive contributions teenagers can make to the family environment.	2.9a Review responses and ideas shared by guest instructor.	Notebooks
		2.9b Role Play. Create situations in which adolescents respond negatively to the following questions: • Can I face facts? • Can I accept criticism? • Do I put blame on others? • Do I take anger out on others? • Do I run from problems? • Can I accept disappointments?	Supplement 8
		After each skit, have other students role play the situation, turning it into a positive experience. Write a statement describing an appropriate positive response.	Supplement 8b
		2.9c Read and give examples of each stanza of "Children Learn What They Live" in class discussion.	Supplement 9
		2.9d Discuss ways to improve family relations.	Transparency Masters 7-10.

UNIT: **Family Life**

COMPETENCY: **FL-II The student will describe the influence of family members and experiences on personal development.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Given a list of personal characteristics, the student will, with 90 percent accuracy, indicate which are inherited and which are acquired; given a selection of family descriptions, the student will indicate whether the incident may stimulate positive or negative characteristics in children.	1.1 Define heredity and identify characteristics you have inherited.	1.1a Complete and Discuss Directed Reading Assignments.	Chamberlain, V. et al, Teen Guide, pp. 18-20. Dunn & Peeler, Living, Learning, and Caring, pp. 31.
		1.1b Do activity sheet, "Inherited and Acquired Characteristics."	Supplement 10
		1.1c Write a description of emotional characteristics.	
		1.1d Bring a few pictures of older family members to class. Identify family members with physical characteristics similar to your own. Share you findings with classmates and see if they agree.	
		1.1e Share and discuss your personal description (1.1b) with your parents. Divide your characteristics according to probable sources. Inherited From Mother Father Others	

UNIT: **Family Life**

COMPETENCY: **FL-II The student will describe the influence of family members and experiences on personal development.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.1f Participate in a teacher directed discussion on inherited characteristics.	
	1.2 Identify environmental factors which affect personal development.	1.2a Complete and Discuss Directed Reading Assignment.	Dunn & Peeler, Living, Learning and Caring, p 10.
		1.2b Play Round Robin and identify elements which affect development.	
	1.3 Recognize characteristics which are acquired.	1.3a Complete "Calling Me".	Supplement 11
		1.3b Write a definition for those acquired characteristics in your notebook.	
	1.4 List sources of acquired characteristics.	1.4a Brainstorm to identify specific environmental elements which can influence the development of each of these characteristics.	
		1.4b Complete and discuss directed reading assignments.	Chamberlain, V. et al, Teen Guide, pp. 101-105.
		1.4c Participate in a teacher presentation on birth order.	Riker & Riker, Me - Understanding Myself and Others, pp. 177-190.
		1.4d Join a group of classmates who share the same position in the family: oldest, middle, youngest, only child. Prepare posters depicting characteristics of each group.	

319

320

UNIT: Family Life

COMPETENCY: FL-II The student will describe the influence of family members and experiences on personal development.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.5 Recognize positive rôle model behaviors.	1.5a Plan a skit to portray positive or negative behaviors in given situations. 1.5b Prepare a poster to be displayed in a public area of the school on the theme "They're Watching You". (This should depict younger children observing teenage behaviors.)	Supplement 12

UNIT: **Family Life**

COMPETENCY: **FL-III** **The student will analyze the responsibilities of parenthood.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		Prepare a bulletin board.	
1. After participation in class discussions and activities, the students will be able to recognize a) parental roles and responsibilities, b) developmental tasks of each stage of the family, and c) various discipline techniques.	1.1 Define parenthood and identify major parental responsibilities.	1.1a Complete and Discuss Directed Reading Assignment.	Chamberlain, V. et al., Teen Guide, p. 107. Dunn & Peeler, Living, Learning, and Caring, pp. 30-34.
		1.1b Participate in a teacher directed discussion on the responsibilities of parents.	Teacher Prepared
		1.1c Write a composition on one of the following topics: 1. The parent I would like to be . . . 2. A person who greatly influenced my life . . .	
	1.2 Name the stages in the family life cycle and describe the developmental tasks unique to the first three stages.	1.2a Participate in guided reading and instructional activities. Make a chart on child development.	Chamberlain, V. et al, Teen Guide, p. 96, pp. 116-126. Dunn & Peeler, Living, Learning, and Caring, pp. 35-59.
		1.2b After listening to a teacher presentation, prepare a similar chart for the preschool and elementary school age child stages.	Supplement 13

UNIT: Family Life

COMPETENCY: FL-III The student will analyze the responsibilities of parenthood.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.1a Complete and Discuss Directed Reading Assignments.	Ryder, Verdene, Contemporary Living, pp. 326-328, 332-334, 338-340, 344-346. Brisbane, Holly, Developing Child, pp. 127-206, 207-294, 295-356.
	1.3 List 3 ways to avoid accidents.	1.3a Read and discuss "Emergency. Here's Help."	Supplement 14
		1.3b Have the class attend a presentation by a fireman/paramedic on safety in the home.	Local Fireman
		1.3c Students should role play actions to be taken in an emergency.	Supplement 15
		1.3d Have students participate in a presentation on toy safety.	Brisbane, Holly, Developing Child, pp. 201-204, 287-290. Supplement 16
		1.3e Evaluate toys for safety, educational value, and age of the child.	Toys, catalogs, magazines
	1.4 Role play methods of discipline.	1.4a Attend a teacher presentation on discipline. Takes notes and discuss.	Draper & Draper, Caring Parent, pp. 170-191.

UNIT: **Family Life**

COMPETENCY: **FL-III** **The student will analyze the responsibilities of parenthood.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.5 Role play pre schooler's activities /behaviors.	1.5a Participate in "Day Care Day."	Supplement 17
		1.5b Following class discussion and evaluation of "Day Care Day," write "I learned ..." statements to describe how this experience benefited you.	Personal Development Supplement 5
		1.5c Role play to demonstrate parental behaviors that will help children grow up healthy and happy.	Supplement 18
	1.6 Demonstrate the ability to act responsibly, to satisfy children's needs.	1.6a Complete and Discuss Directed Reading Assignments.	Chamberlain, V. et al., Teen Guide, pp. 127-136. Dunn & Peeler, Living, Learning, and Caring, pp. 61-70, 75-80, 81-85.
		1.6b Complete: "Can You Afford to Have a Baby?" Report findings during class.	Supplement 19
		1.6c Complete: "Kiddy Proof This Kitchen" or find the hazards.	Supplement 20 Brisbane, Holly, The Developing Child, Student Guide, pp. 137-138.
		1.6d Brainstorm: Develop a list of parental tasks which are proof of their love for children (think of children's health, safety, education, moral development).	
		1.6e Complete and Discuss Directed Reading Assignment.	Supplement 21

UNIT: **Family Life**

COMPETENCY: **FL-III** **The student will analyze the responsibilities of parenthood.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.6f Write a composition on the theme: Discipline is a form of love.	
2. Given seven situations which might occur while baby sitting, the student will describe, in writing or through role play a sitter's appropriate responses to at least five of the situations.	2.1 Describe personal readiness to assume responsibility for children.	2.1a Complete: "Maturity: How Do You Rate Yourself?" and "Children and You".	Supplement 22.
		2.1b Indicate those characteristics which would identify your readiness to assume responsibility for children.	Brisbane, Holly, The Developing Child, Student Guide p. 8.
		2.1c Complete the following statement: "I am mature enough to baby sit because . . ."	
	2.2 Develop activities to use when caring for children.	2.2a Complete and Discuss Directed Reading Assignment.	Chamberlain, V. et al., Teen Guide, pp. 137-144. Dunn & Peeler, Living, Learning, and Caring, pp. 86-91.
		2.2b Make a Baby Sitter's kit of 10 activities for a child of a given age.	Supplement 23
		2.2c Play a child's game in class. Discuss the important elements in children's games.	Supplement 24
		2.2d Prepare a snack for a child and clean up afterwards.	Use recipe books to locate simple recipes

UNIT: **Family Life**

COMPETENCY: **FL-III** **The student will analyze the responsibilities of parenthood.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	2.3 Describe responsible sitter behavior.	2.3a Read independently: "The Night Sadie Baby sat." Participate in a class discussion on Sadie's maturity.	Supplement 25
		2.3b Discuss in small groups, various baby sitting situations and the best actions to take. Share with the class.	Supplement 26
		2.3c Write ten guidelines for a baby sitter's behavior code.	

331

332

UNIT: Family Life

COMPETENCY: FL-IV The student will know and describe principles of good home management.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Given the opportunity to review notes, the student will describe how a family and an individual may benefit from sharing home management tasks.	1.1 Define manager and management.	1.1a Write a definition for manager and management.	Dictionaries
		1.1b Read silently.	Chamberlain, V. et al., Teen Guide, pp. 180-181.
		1.1c Participate in small group discussion to: • List at least five reasons home and family management is important. • Identify at least five reasons adolescents should contribute to the management of the home.	
	1.2 Identify common household responsibilities/tasks.	1.2a. Conduct a survey of: • the student body to identify household tasks they perform regularly. • adult males and females (3 each) to identify household tasks performed regularly.	
		1.2b Make a composite list of all tasks identified. Contribute to the compilation a class list of household tasks. Under teacher direction; divide these into three task categories: daily, weekly, and monthly tasks.	

UNIT: **Family Life**

COMPETENCY: **FL-IV** **The student will know and describe principles of good home management.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.2c Complete and Discuss Directed Reading Assignment. Review categorized tasks after reading. Regroup and add to task list, if necessary.	Chamberlain, V. et al., Teen Guide, pp. 181-184.
	1.3 Select household tasks which can be managed by an adolescent.	1.3a Complete "The Family Work Wheel".	Supplement 27
		1.3b Make a list of equipment needed to complete the agreed upon tasks. Locate this equipment in the house. My Task List Task Equipment Location	

UNIT: **Family Life**

COMPETENCY: **FL-IV** **The student will know and describe principles of good home management.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.4 Outline a personal management schedule.	1.4a Under teacher direction, read about resources, values, goods, needs, wants, standards, interests, and abilities. Discuss as a class.	Chamberlain, V. et al., Teen Guide, pp. 200-203, 210-213, 214-220. Dunn & Peeler, Living, Learning and Caring, pp. 179-191.
		1.4b Use each of the above terms in a sentence to describe its relationship to management.	
		1.4c In your notebook, write • A goal you want to accomplish this week. • An interest you want to pursue this week. • Activities, other than household task, you need to do this week. • Some activities you want to do this week.	
		1.4d Use the resource TIME to complete a weekly management plan which includes activities/tasks. (1.3a, 1.4c)	Supplement 28

UNIT: **Family Life**

COMPETENCY: **FL-V** **The student will list employment opportunities in careers which relate to home and family services.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		Prepare Bulletin Board. Prepare poster.	Supplement 29
1. After completing the learning experiences, the student will identify selected careers in home and family services.	1.1 The student will identify tasks associated with careers in home and family services.	1.1a Complete and Discuss Directed Reading Assignment.	Chamberlain, V. et al., Teen Guide, pp. 145-153.
		1.1b Complete: "Task and Occupations Crossword puzzle."	Supplement 30
		1.1c Brainstorm: Make a list of jobs which require home and family management skills.	
		1.1d Complete: Careers in child care services.	Brisbane, Holly, The Developing Child, Student Guide, pp. 167-168.
		1.1e Select a career and use library resources and/or personal interviews to identify job requirements and responsibilities.	Clothing and Textiles Supplement 22

FAMILY LIFE SUPPLEMENTS

UNIT: Family Life

Parenting and Family Relationships

Name Date Period Score

Objective: Use the dictionary for entry word information. (Reading)

VARIOUS FORMS OF FAMILY GOVERNMENT

Directions: Families, like governments, are organized in various ways. Using a dictionary, define the following terms.

Patriarchal ______________________

Matriarchal ______________________

Democratic ______________________

Anarchistic ______________________

Autocratic ______________________

In a dictionary, look up the word defining a *type* of family.

Nuclear family ______________________

Extended family ______________________

Blended family ______________________

Single parent family ______________________

UNIT: Family Life

Parenting and Family Relationships

Name Date Period Score

Objective: Write paragraphs of description. (Writing)

YOUR FAMILY GOVERNMENT

Directions: How is your own family organized? Check the category you feel most closely applies:

Patriarchal _____ Matriarchal _____ Democratic _____

Autocratic _____ Anarchistic _____

Check the category which most closely describes your type of family:

Nuclear _____ Extended _____ Blended _____ Single parent _____

In the space below, write one or more paragraphs which describe how your own family unit is organized. Include such information as who makes the decisions, who helps whom, etc. *Optional:* How do you feel about this type of structure?

UNIT: Family Life

TV VIEWING GUIDE

1. Date ______________________

2. TV Show __________________________

3. Family members:

4. Summary (briefly tell what happened)

5. This family is (circle one in each solution)

   a. AUTHORITARIAN PERMISSIVE DEMOCRATIC

   b. CORE EXTENDED

   c. 2-PARENT 1-PARENT INTERGENERATIONAL

6. List the family/household tasks that were performed (Example: cooking, cleaning, washing dishes, sharing, listening, working outside the home, etc.).

Identify the character who performed the task.

TASK	CHARACTER

UNIT: Family Life

Parenting and Family Relationships

Name ____________________ Date ________ Period ________ Score ________

Objective: Write a friendly letter. (Writing)

PERSONAL (FRIENDLY) LETTERS

Directions: Do one of the following:

1. Write a thank you letter to someone who has given you something or done something nice for you. For example: Your best friend gave you a nice belt for your birthday. Include information about how well it goes with certain clothes, as well as your pleasure at his or her thoughtfulness.
2. Write a thank you letter to a person who has written a job recommendation for you. This letter should be slightly more formal than a thank you note. Be sure to include your appreciation for the *time and effort* they extended in writing for you! This is a smart and professional action which will help you in your job searches in the future.

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UNIT: Family Life

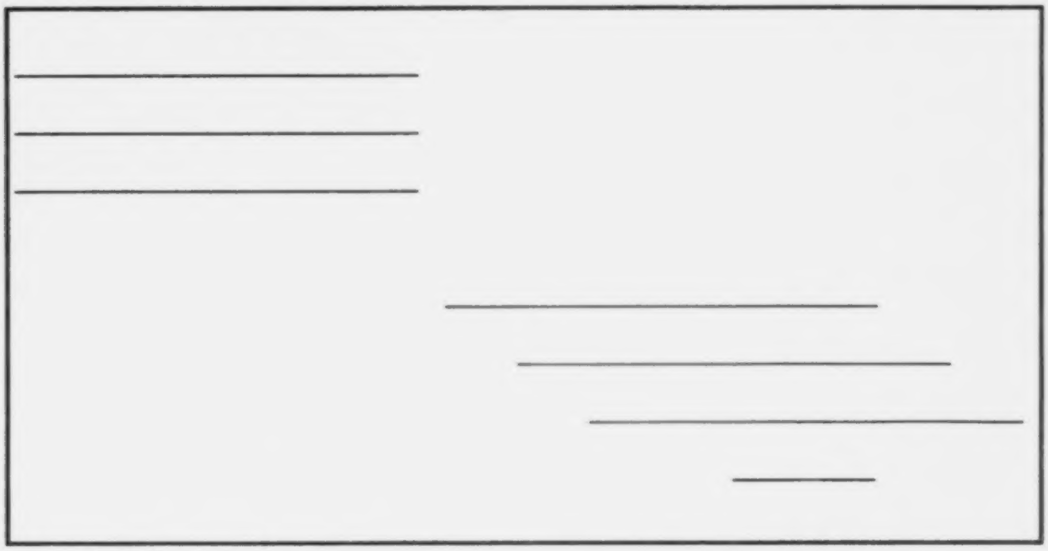
Parenting and Family Relationships

Name ____ Date ____ Period ____ Score ____

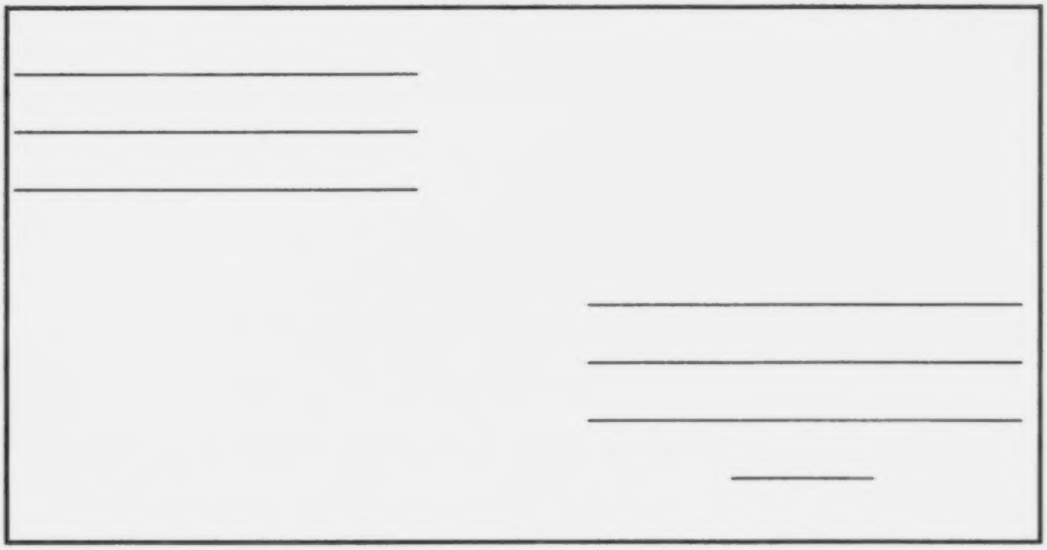
Objective: Address an envelope for a friendly letter. (Writing)

ENVELOPE FOR FRIENDLY LETTER

Directions: Fill in both envelopes.



Staggered Address



Flush Left Address, Centered ZIP Code

UNIT: Family Life

Latchkey Adolescents

TEACHING SELF CARE SKILLS TO KIDS ON THEIR OWN

By Carolyn Drugg

Many communities have instituted programs to help meet the needs of young children in self care. But the needs of young adolescents are often ignored. A teaching unit used by home economics teachers in Maine aims to lower the risk for this vulnerable group.

Social and economic changes in America have had a widely recognized impact on child care. The value of the dollar has changed, causing parents in 1987 to earn several times the amount of money they earned in 1967 in order to generate the same buying power. With the change in the value of the dollar, there has been a change in the work force. More women are working now than ever before. By 1990 it is estimated that 67 percent of all two parent families will have both parents employed.

Tighter money has reduced extracurricular school programs. Day care had become one costly alternative, although in most communities there are not enough child care facilities to meet the need. Estimates of the numbers of children in self care are staggering. The PTA puts the figure at no fewer than 5 million children who go from school to any empty home. Even though most adults agree that it is preferable for children in elementary schools to have after school supervision, there is less argument about the after school needs of young adolescents. This group is too old for adult care and too young for after school employment. The variable rates of physical, intellectual, and emotional growth make simple and uniform solutions difficult.

Young adolescents are a highly vulnerable age group. They provide communities, families, and individuals who work with them with a special challenge. While many young adolescents are quite competent and self confident, others are uneasy, frightened, or angry. According to *3:00 to 6:00 P.M.: Young Adolescents at Home and in the Community*, by Leah M. Leftstein, this group is also noted for its vulnerability to the influences of their environment, to their peers, and to adults.

A large number of children in our society, when not in school, are in situations that do not provide the conditions necessary for sound physical, educational, and social growth. According to the Maine Child Care Task Force Report, in that state alone approximately 25,000 school age children return home, key in hand, to an unsupervised house. Most of these children are of school age and are on their own an average of 15 hours per week. The risks for these children in self care can be divided into two categories: physical and emotional. Physical risks include accidents and sexual molestation. Emotionally, children without supervision or adult guidance tend to feel socially isolated and are afraid of being alone. Garbarino, in "Identifying the Missing Links in the Study of Latch Key Children" divides the risks associated with self care into four areas: feel badly (rejected, alienated, afraid); be harmed badly (accidents, sexual abuse); develop badly (academic failure); act badly (delinquency, vandalism).

However, there can be benefits to self care. Some of the positive effects many include increased independence, new survival skills, more trust between parent and child, and enhanced feelings of self worth. Young adolescents greatly need to see their newly developed skills have a positive impact on their own environment. One possible solution, volunteering for jobs in local businesses, schools, and public service projects, promotes community involvement and lets young people feel that they have contributed.

The driving issue for younger children in self care concerns safety and feeling safe. While this issue is important to the 11 to 15 year old, the main challenge is to keep these young people from losing out on developmental opportunities. In addition, latchkey children need to develop problem solving, critical thinking, and decision making skills. Areas included in the "On Your Own" guide were chosen based on the concerns of parents and children as identified by a research project on school age day care prepared for the Administration for Children, Youth, and Families, United States Department of Health and Human Services. These concerns ranged from too much television and homework neglected to do drugs, exploitation, and fire.

Central to the emotional growth of young adolescents is the development of independence. Joan Bergstrom, in her book *School's Out -- Now What?* refers to this as the other 3 R's: "resourcefulness, responsibility, and reliability." These qualities are essential for the latchkey child, and are the focus of the teaching strategies this program uses to improve the physical, emotional, and social well being of young adolescents.

Note: The program also makes use of a wide variety of home economics learning materials: basic texts; multimedia programs on safety, personal and family life, and nutrition; and computer software that helps in teaching decision making.

To obtain a complete copy of "On Your Own: A Teaching Unit on Self Care Skills for the Young Adolescent" send $3 to cover postage and printing costs to Carolyn Drugge, Coordinator, Maine Home Economics and Health Occupations Resource Center, 32 Ricker Hall, University of Maine at Farmington, Farmington, Maine 04938-1990.

Resources

- *School's Out -- Now What? Creative Choices for Your Child by* Joan Bergstrom. Teen Speed Press, Berkeley, CA. 1984.
- *The Official Kid's Survival Kit: How To Do Things On Your Own* by Chabach and Fortunato. Little, Brown and Company, Boston, MA. 1981.
- *When School's Out and Nobody's Home* by Peter Coolsen. National Committee for the Prevention of Child Abuse, Washington, D.C.
- *In Charge: A Complete Handbook for Kids With Working Parents* by Kathy Kyte. Alfred A. Knopf, NY 1983.
- *The Handbook for Latch Key Children and Their Parents* by Lynette and Thomas Long. Arbor House, NY. 1983.
- *Survival Skills for Kids* by the Maryland Cooperative Extension Service. University of Maryland. 1985.

UNIT: Family Life

BREAKING THE CYCLE OF ABUSE
TEACHING STRATEGIES THAT PROTECT CHILDREN

by Cheryl Mead

Child abuse is an enemy that threatens to blow apart thousands of families in our society. What can be done - by educators; home economists, and other concerned citizens - to save families, their children, and the future they represent? We can help families arm themselves with the knowledge and skills that will enable them to wage a war against abuse.

The American Academy of Pediatrics (AAP) divides the two million cases of child abuse reported annually into the three equally destructive categories explained here. (1) Psychological or emotional abuse "can severely restrict the abilities of children to reach adulthood and achieve their full potential," says Dr. Ellen G. Garrison, health policy director of the American Psychological Association (APA). This type of abuse, which may be evident to some degree in nearly all cases of child abuse and neglect reported each year, has been associated with lying, stealing, emotional maladjustments, suicide, homicide; and learning disorders; noted psychologists Stuart Hart and Maria Brassard, who have researched, the problem for the APA. (2) Physical abuse, often indicated by frequent injuries that are difficult to explain away by normal childhood accidents or clumsiness, causes emotional scarring that leads to such antisocial behavior as inappropriate aggressiveness and the inability to deal with frustration nonviolently, (3) Sexual abuse can leave children infected with venereal disease and can cripple the mind to such an extent that the victims are unable to fulfill the basic human need to love and be loved.

Why is child abuse so rampant in our society? "Cultural norms predispose parents to abuse," says Dr. Ruth Kempe, a psychiatrist at the C. Henry Kempe National Center for the Prevention and Treatment of Child Abuse and Neglect, in Denver. "For example," she explains, "a tendency for parents to use physical punishment when repremanding children and the use of corporal punishment in the schools promote an atmosphere of using physical force rather than reason to solve problems. And this tragic trend of child abuse is continued by parenting patterns that often carry over from one generation to the next."

Deterring potential abusers

In pursuit of her doctorate at Texas Technological University (Lubbock, Texas), home economist Anna P. McArthur has researched the phenomenon of domestic violence in our society. "Though the problem continues to grow out of control, little has been done in the area of education to address it says Ms. McArthur. "Yet it is in the educational arena where we can really have a powerful impact towards righting this terrible wrong.

"Historically, society tends to believe it's not the teacher's job to discuss such delicate family issues. In fact, in some school districts you still need special permission to teach the subject of family violence in the classroom. However, the home economics curriculum - in the child development and family relations areas, especially - is a natural place for teaching good parenting skills. We can show our students effective alternatives to discipling children besides the use of physical violence or intimidation. We can give our students decision making capabilities that will perhaps keep them from too early marriages and pregnancies. And we can equip them with the skills needed to control emotions."

The highlights of Ms. McArthur's three week unit for teaching domestic violence prevention follow:

- **An overview of child abuse.** The unit begins by defining the different kinds of abuse - physical, psychological, and sexual. Team teaching is recommended for extending this unit. For instance, the home economists and the history or social studies teacher can combine efforts to develop a lesson that requires the students in each of their classes to research the historical and cultural background of abuse. In this way, the information reaches not only home economics students but the students in other classes as well.
- **How abuse affects a child's emotional development.** Defining the various effects abuse has on a child's development explodes the myth that physical abuse (whether the parent exercises "controlled" spanking or lashes out in anger) and psychological abuse (intimidation, humiliation, belittlement, etc.) may be an appropriate way to discipline children. The unit then goes into alternative, more effective methods of discipline. (See October 1987 Choices, "The Power of Praise.")
- **How a child develops: specially, what to expect at each age level.** "In one of my classes, I had a dad who was ripping mad because his one year old boy wasn't yet toilet trained," Ms. McArthur recalled. By going over the normal ranges of the development of children, students, as future parents, may be able to avoid losing their tempers as a result of such unreasonable expectations.
- **How to recognize potential danger areas in the role of parenting.** Students must be helped to realize how difficult it is to be a parent. If they understand what the responsibilities of parenting are, they may be able to avoid trouble spots that could lead to abusive behavior. For example, a young child needs constant attention. Students need to ask themselves if they have the patience it takes to provide such attention. If they don't, they could be potential abusers. This unit also teaches skills for dealing with anger, frustration, jealousy, and other negative emotions they may feel.

A mandated program on child abuse

In Washington State the beating death of a three year old boy touched the minds and hearts of legislators, causing them to pass stringent laws regarding child abuse. Their response included mandating an education program in hopes of stopping abuse before it begins - or at least before it goes too far.

Every student in the state of Washington will study child abuse either by taking comprehensive home economics, family relations, or health courses. The mandated curriculum covers several major areas: (1) how to identify the sexually-physically-, and psychologically-abused child through physical as well as emotional indications; (2) the causes of abuse and why it is considered a family cycle;(3) the various emotional effects abuse has on youngsters of different ages; and (4) methods for preventing abuse. Some of the teaching materials for the unit are provided by the Child Protection Service, a state agency. Charlene Corbin, who has been teaching home economics for 25 years in Washington, chooses to augment those with a variety of multimedia materials.

How effective has the unit been as a prevention against child abuse? "Very," affirms Ms. Corbin, "and in many ways. It gives youngsters a tool for identifying abuse. They can say Hey, that's me she's talking about and they can see what the abuse has done to them. This knowledge arms them with the courage to stop the abuse - to come forward and tell their story."

Ms. Corbin has developed a successful procedure for her students. She has an office in the back of her classroom where students can come and talk to her privately during class.

"Typically, the conversation starts with something like "Ms. Corbin, I've got something to say that I want only you to know.' That's my cue that what she or he is about to say could be very serious." Ms. Corbin makes it clear to students that if what they are about to say indicates that they are being hurt, she must, by law, report it to the principal or school counselor. "Only once has the fact that I must report caused a student not to open up," she says. "In most cases, the student respects my honesty and is even relieved that the problem is going to come to light and be handled by an authority figure."

Once a student decides to talk, Ms. Corbin listens without making judgments or giving advice. She then presents the options, asking if she can bring in a counselor at this time. She also lets students know that it is possible that the offender, be it an abusing father, mother, or other relative, could be removed from the home or even go to jail. "I mention that he or she, as an abused child, could be removed from the home as well. The thought of this is scary, but, again, deep down I think the youngster feels relief - the hurt is going to end.

State program functions on a local level

"Teenagers are wonderfully idealistic," says Faye Smith, a home economics teacher at Quitman Consolidated District High School (Quitman, Mississippi). "But don't knock it. Their unjaded viewpoint that you can do something about a problem like child abuse often leads to success."

Ms. Smith's students, spurred on by the leadership of senior Teresa Loper, have put together a multimedia "star event" for FHA/HERO in hopes of having an impact on child abuse in their community. The local project was organized in cooperation with a statewide program of the Mississippi Child Protection Association (CPA) dubbed "Children Are Special."

Teresa took her project on the road, to church groups and PTA meetings, where she wrapped up her presentation by handing out pamphlets that detailed signs teachers should know to identify abused children in their classrooms. She also covered the area's laundrymats and day care centers, where she posted flyers listing facts about abuse and phone numbers and addresses of agencies that handle abused children.

The reach of Teresa's project soon extended beyond local levels of FHA chapters throughout the state and the national AVA meetings in Dallas and Denver. Teresa will continue presenting her project throughout the year. Any many of its elements have been incorporated into Ms. Smith's home economics curriculum on child abuse, including a unit in her foods class where neglect is taught in connection with good nutrition. "Besides getting the message out to thousands of people" reports Ms. Smith, "we know of one specific case where an abusing father was jailed. You have to feel, if you've saved one child, you've done your job well."

A unique home visitation program

"Last year in Oklahoma, 20,000 cases of child abuse were reported to the Health Department," says Dr. Joseph A. Weber of Oklahoma State. "That's a 33 percent increase. And, while the number of cases is up, community services have decreased." Faced with this alarming situation Dr. Weber and his associate Dr. Donna Cadwalader, in a group effort with the Extension Homemakers Council, Cooperative Extension agents, and the Health Department, have addressed the problem of abuse with a home visitation program.

"Through our experiences, we see that there are certain types of families at risk for abuse," explains Dr. Weber. "We identify these families (through referral from a variety of community services) and then send out trained volunteers to offer support and to help parents provide a safe and nurturing home." The family at risk is usually headed by a young teenage parent who is unmarried, unemployed, and dependent on others - either the state or relatives - for support. These young single parents are often ignorant of what is normal behavior for children, many are emotionally unstable - they feel isolated from peers, frustrated and angry with their lot in life, and unfulfilled as human beings. A few are victims of abuse themselves. According to Dr. Weber, "If we intervene with high risk families early enough, we can prevent abuse."

If all goes well, the home visitor has contact with the family by phone and in person for three months, two hours a week. These limits are set to offer the volunteer an opportunity to make an evaluation at the end of the period and decide whether or not to continue, but can be extended as long as program guidelines are upheld.

Volunteers are recruited for interested home economics teachers and Cooperative Extension agents. Dr. Weber looks for people who are experts in family relations and who are enthusiastic about the program. Once accepted, the volunteers take a three week training course. "Our volunteers learn to offer support and deal with all aspects of the parents' needs," explains Dr. Cadwalader. "Program directors warn volunteers against getting overly involved emotionally. And, if abuse is suspected to have already occurred, visitors are told how to report it."

In the course of their work, home visitors meet frequently with a panel of experts - parenting and child development specialists and representatives from the health department and child protection service - to discuss problems and brainstorm solutions.

So far volunteers have not been hard to find, although it has been difficult locating families in time. "But we are just beginning and we have high hopes," says Dr. Cadwalader, who believes the program offers opportunities for both the home visitor and the family. It gives the home economist an opportunity to use his or her very special skills, and of course, the family gets help rearing a child in a loving, nonabusive home.

UNIT: Family Life

CARING FOR KIDS
STOP CHILD ABUSE

This two year old boy was found wandering the street of New York City alone. His small body was bruised and scratched; welts covered his back and arms. An accident? No, this boy was a victim of child abuse. His mother told the police that the boy's father beat him regularly.

Unfortunately, this little boy's story is not unusual. There are one million cases of child abuse reported each year, and many other cases are never reported! How can you help? By learning as much as you can about child abuse, and then by having the courage to do something about it.

What exactly are child abuse and neglect?

Physical child abuse includes beatings, burnings, and other types of severe physical punishment. Therefore, it is the easiest form of abuse to spot. However, some children are sexually abused (molested or raped) and others are emotionally abused (made to feel unwanted or unloved). Neglect is a slightly different story. A person who's guilty of neglect is not providing enough food, proper shelter, or clothing.

How big a problem is this in the U.S.?

Every year more than 2,000 children die as a result of child abuse. That averages out of six deaths a day - or one child every four hours!

How old is the typical child abuse victim?

Although most people think of small children when they think of child abuse, victims range in age from infancy to 18 years.

Who would hurt a child?

It's important to know that abusers are ordinary people, not monsters! Race, religion, education, and social class do not determine a tendency toward child abuse. The only characteristic that most abusers do have in common is that they were once abused themselves.

How can I tell if a child is abused?

If you see a child being cruelly punished (being whipped with an electric cord, for instance), he is abused. You may also have good reason to suspect abuse if a child frequently has:

- bruises, bite marks, or welts;
- broken bones or fractures, always explained as accidents;
- burns or lesions.

Remember, some children are not only abused, but also neglected. Therefore, be sure to look for signs of both abuse and neglect.

How can I tell if a child is a victim of neglect?

It may be hard to tell if a child is being neglected because there may not be any obvious signs. However, you should suspect neglect if you often notice a child who is:

- tired, dirty, lacking energy, or who generally appears uncared for;
- wearing clothes that are filthy, torn, or inappropriate for the weather;
- in need of glasses, dental care, or other medical attention.

UNIT; Family Life

SURVEY OF ADOLESCENT CONCERNS

Purpose:

This activity will help students to realize that most adolescents share their personal feelings of uneasiness and insecurity.

Procedure:

Give each student three questionnaires. Allow the students two days to interview age mates and record responses.

ADOLESCENT CONCERNS QUESTIONNAIRE

1. What are the three most important (in order) problems that you experience at home?

With Parents	With Brother/Sisters
1.	1.
2.	2.
3.	3.

2. Do you know of any other people your age with these problems?
3. What are the most common problems for people your age today?
4. Do you have any of the problems you listed in Number 3?
5. To whom do you usually go for help (or a listening ear!) with your problems?
6. Have you found a way to solve one or more of your problems? Explain:
7. Have you helped anyone else solve a problem? How?
8. What one problem or irritation do you have that you wish would just disappear forever?
9. Are you doing anything today to solve that problem? If not, why?
10. Do your parents or brothers/sisters have any personal problems that they have discussed with you?
11. Would you discuss your problems with them?

UNIT: Family Life

POSITIVE RESPONSES

Directions:

Be attentive to skits presented by classmates. Following each skit, write a statement to describe a positive response to each question.

1. Can I face facts? ______________________________
____
____

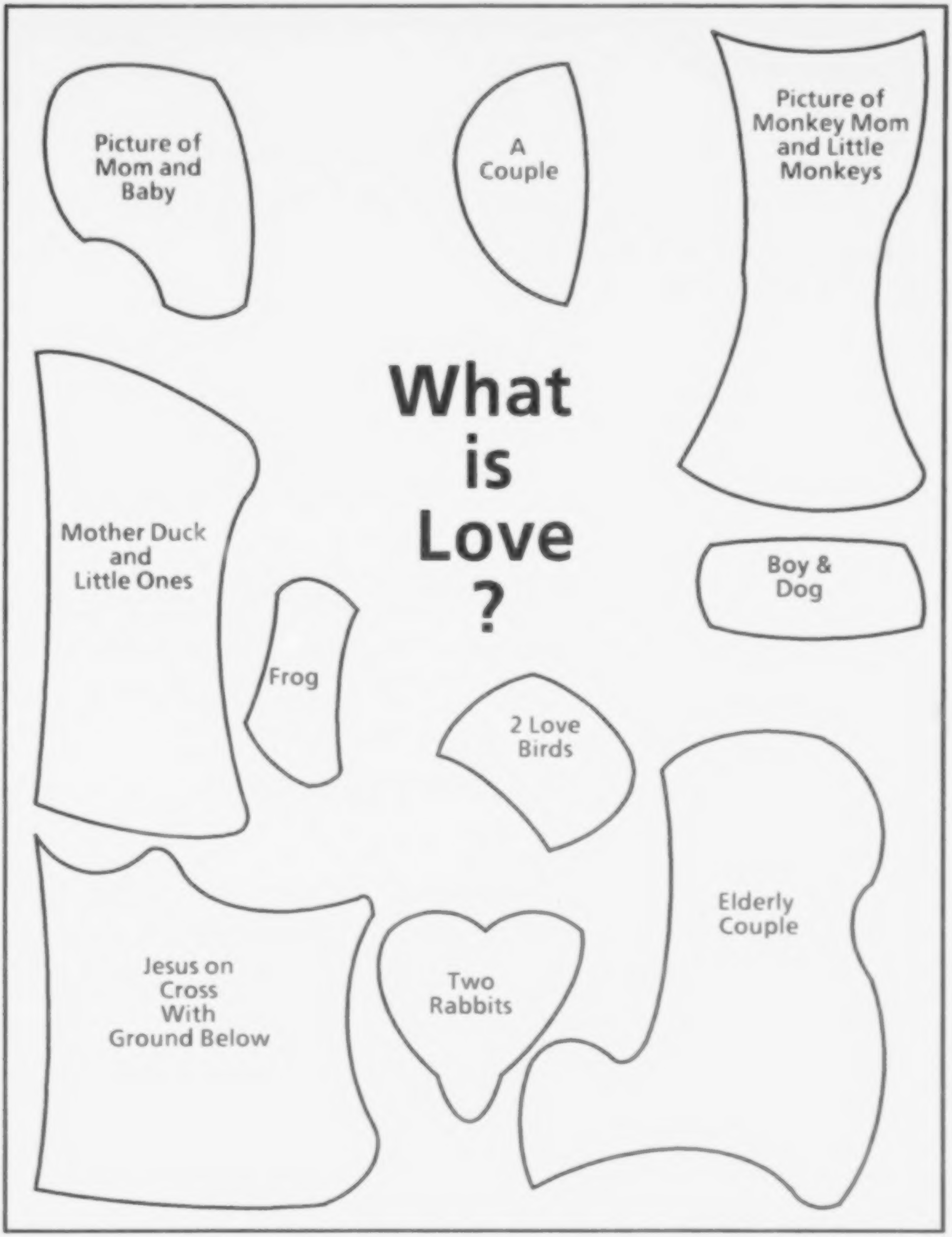
2. Can I accept criticism? __________________________
____
____

3. Do I put blame on others? ________________________
____
____

4. Do I take anger out on others? _____________________
____
____

5. Do I run from problems? __________________________
____
____

6. Can I accept disappointments? ______________________
____
____


Picture of Mom and Baby
A Couple
Picture of Monkey Mom and Little Monkeys
What is Love ?
Mother Duck and Little Ones
Frog
Boy & Dog
2 Love Birds
Elderly Couple
Jesus on Cross With Ground Below
Two Rabbits

CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism. He learns to condemn.

If a child lives with hostility. He learns to fight.

If a child lives with ridicule. He learns to be shy.

If a child lives with shame. He learns to feel guilty.

If a child lives with tolerance. He learns to be patient.

If a child lives with encouragement. He learns confidence.

If a child lives with praise. He learns to appreciate.

If a child lives with fairness. He learns justice.

If a child lives with security. He learns to have faith.

If a child lives with approval. He learns to like himself.

If a child lives with acceptance and friendship.
He learns to find love in the world.

Dorothy Law Nolle

UNIT: Family Life

BASIC NEEDS OF CHILDREN

This word search contains nine needs of children. See how many you can find.

F	F	A	E	L	O	L	C	K	A	S	O	R	Y	B	N	A	A	E	Q
O	R	G	N	I	H	T	O	L	C	P	R	L	A	Z	T	C	G	L	A
O	D	A	D	P	S	C	L	V	L	E	A	C	B	H	A	M	R	H	P
D	U	P	H	E	A	L	T	H	E	X	N	Y	P	R	L	E	A	P	I
B	E	T	I	U	F	A	R	P	U	W	G	N	E	I	C	Q	P	E	B
U	I	S	P	M	E	N	U	N	D	E	R	S	T	A	N	D	I	N	G
S	T	F	E	R	T	D	I	D	V	S	T	R	N	I	U	Q	W	E	C
O	A	L	U	A	Y	N	Q	Y	Z	K	E	E	C	I	A	N	A	T	U
B	E	R	N	K	H	A	H	R	E	J	R	P	N	E	E	D	S	Y	D
A	G	E	G	F	P	T	L	A	M	B	Y	E	G	O	T	A	V	P	F
E	S	S	I	N	E	Z	R	P	E	H	E	L	O	J	H	X	E	G	A

Hidden words:

Needs
Health
Play
Rest
Food
Understanding
Love
Safety
Clothing

Supplement 10

UNIT: Family Life

INHERITED AND ACQUIRED CHARACTERISTICS

Directions:

Classify the following characteristics as primarily inherited (PI) or primarily acquired (PA).

__________ values
__________ sex
__________ physical resemblances
__________ fears/anxieties
__________ manner of speech
__________ potential height
__________ attitudes
__________ eye color
__________ eating habits
__________ ability to get along with others
__________ color blindness
__________ athletic ability
__________ mental capacity

Directions:

Read each statement below. Decide if the situation would influence the development of positive (+) or negative (-) characteristics in children. If you think these situation would have no effect on children, indicate this with an (o).

__________ 1. Father spends a lot of time cooking for the family.
__________ 2. Son takes care of little sister after school while both parents are at work.
__________ 3. Daughter plays loud records in the living room most evenings.
__________ 4. Child demands to watch TV many hours each day.
__________ 5. Father (or mother) is so interested and involved in his (her) work that he (she) has almost no time with the children.
__________ 6. Mother enjoys playing piano for family.
__________ 7. Father paints the house on weekends and family uses money saved to plan a trip together.
__________ 8. Mother (or father) spends at least 30 minutes each day alone with each child talking, listening, and engaging in activities of mutual interest.
__________ 9. Mother lies in bed reading novels and eating chocolates a great deal.
__________ 10. Father takes care of the yard and teaches the children how to do it.
__________ 11. Mother sews for the family as a hobby.
__________ 12. Daughter spends Saturdays taking care of elderly grandmother.
__________ 13. Son gardens as a hobby and provides vegetables for family.
__________ 14. Father spends most evenings "with the boys" at the tavern or playing poker.
__________ 15. Child keeps grandfather company when rest of family is out.

Adapted from: *Teen Guide to Homemaking* and *Illinois Teacher of Home Economics.*

Supplement 11

UNIT: Family Life

CALLING "ME"

Purpose:

This activity will help students to identify personal characteristics which an individual acquires from his/her environment.

Procedures:

1. Make a large poster "PHONE" with a moveable dial (see: Teen Guide to Homemaking, p. 296).
2. Have a student "fish" for a number to call.
3. As the student "dials" the number, classmates can work to identify the acquired characteristics.

73776625489	(personality)
825837	(values)
782632737	(standards)
2354337	(beliefs)
46257	(goals)
288488337	(attitudes)
7353-2662378	(self-concept)
6266374767	(mannerisms)
23428467	(behavior)
626 6377	(manners)

Supplement 12

UNIT: Family Life

ROLE MODELS

Purpose:

This activity will help students to

1. Identify behaviors of significant adults that are worthy of modeling.
2. Identify the effect of significant adult behavior on an individual's development.
3. Select behaviors they wish to replicate and establish practices to acquire them.

Procedure:

1. Divide the class into groups of four or five.
2. Assign or have a group member "fish" for a situation.
3. Provide time for students to create skits to portray situations.

Sample Situations:

1. A small child coming home with his/her first test paper.
2. A family meal.
3. A student arriving late for class.
4. A parent arriving home after a day at work.
5. A parent communicating with a neighbor about a problem between their children.
6. A new student is assigned to class half way through a semester.
7. Parents discussing the family budget.

Note: Each situation should be enacted twice, to demonstrate positive and negative behaviors.

UNIT: Family Life

Make a Chart on Child Development

Directions: As you read about and discuss in class the development of young children, take notes on the following outline. Remember, 1) growth in all areas does not occur at once, and 2) children grow at very different rates, so your chart represents average development only.

	PHYSICAL	SOCIAL	EMOTIONAL	INTELLECTUAL
0-6 months				
6 months - 1 year				
1 year - 2 years				
2 years - 3 years				

EMERGENCY: HERE'S HELP

If you have any child care responsibilities --whether you baby sit, help in a nursery, or look after younger brothers and sisters -- it's important to know what to do in an emergency before an emergency happens. Tear out this page! Carry it with you or tack it up next to a telephone. And read it . . . now.

Preventive Medicine -- First

It's always better to avoid an accident than it is to deal with one. Here are a few ways to avoid trouble.

- Pick up toys left on stairs, in halls, and other heavily trafficked areas.
- Be aware of small hazards. Interesting gadgets -- can openers, electric fans, electrical outlets, sharp utensils, medicine, and matches -- are fascinating and dangerous to toddlers.
- When cooking, keep pot handles turned away from the edge of the stove so they can't be pulled down by the curious -- and children are curious.
- Roll up cords on blenders, crock pots, and similar appliances for the same reason. Don't douse a pan fire with water: put a lid on it! Finally, keep the baby out of the kitchen while you're cooking. The safest spot would be a playpen or a crib.
- Check often on children at play-- especially if they seem unusually quiet. That's often a sign of mischief.

First Aid

Accidents do happen -- despite our best efforts. The most important point to remember is to remain calm -- often easier said than done. But it is easier to keep your cool if you know what to do in an emergency situation. Here are a few how tos:

Cuts, Scrapes, and Splinters

- Wash gently but thoroughly with soap and water. Bandage small cuts and scrapes with plastic bandages or sterile (preferably non adhesive) gauze pads. For deep cuts, stop the bleeding by applying pressure with a clean cloth. Keep applying pressure with a clean cloth. Keep in place until bleeding stops; call the doctor. Do not apply iodine or other antiseptics. Leave that to the doctor.
- *Splinters* should be removed with tweezers or forceps. Wash area carefully before and after removing the splinter. If it's especially deep and you can't pull it out, telephone the parents.

Bites and Stings

- Wash *animal bites* thoroughly with soap and water and hold under running water for several minutes if not bleeding too badly. Apply sterile gauze pads. Consult doctor. Also, catch the animal if possible and keep it safely locked up so that it can be observed for rabies. Call the police for help in doing this.
- For *insect stings*, try to gently scrape out stinger with fingernail. Don't pull it out as you would a splinter. Apply cold compresses. If patient has allergic reaction--hives, a rash, nausea, very bad swelling--call the doctor immediately.

Burns -- Small and Large

- *Minor burns* caused by heat are treated with cold. Either immerse the area in cold water or apply cold wet packs until pain stops. Don't ever break a blister. Consult the doctor.
- *Chemical burns* are treated differently. Wash thoroughly and consult physician. Extensive burns of any kind require immediate care. Remove clothing from burned area; cover with clean cloth. Keep patient warm until help arrives.

Clothes on Fire

Roll child on floor to smother the flames. Or wrap in blanket or rug and roll. Call doctor immediately.

Poisoning
Read the label on the bottle or package for treatment. Call doctor or take patient to nearest hospital emergency room for treatment immediately.

Choking
If child stops breathing, turn child over your knee -- head should be lower than rest of body -- and forcefully hit him/her on the back to dislodge object from windpipe. Consult doctor.

Head Injuries
Consult a doctor, especially if there is a loss of consciousness or if you are unable to arouse the child from sleep. Vomiting, inability to move an arm or leg, complaints of dizziness, or constant headaches also indicate a need for medical help -- quickly. Check the injured child's eyes for pupil size -- if one is larger than the other, the doctor should also be told about this. Keep child as quiet as possible and consult with doctor. Give complete description of symptoms. *Note*: Parent of the child should be informed of any emergency requiring a doctor's consultation. Be sure you know where parents will be and call them the minute you can.

EMERGENCY NUMBERS TO KEEP HANDY

- Police ______________________________
- Fire ________________________________
- Poison Control Center ________________
- Family Doctor (office) ________________
- Family Doctor (home) _________________

List your own family doctor's numbers here, but always ask your clients for their doctor's phone numbers

FIRST AID TIPS FOR CHILDREN

You're looking after a group of children who are playing happily in the backyard. All of a sudden, someone starts crying. A child's been hurt. What should you do? Don't panic! These first aid tips will help you solve most common mishaps. Remember, keep your cool and be confident! A frightened child will feel secure as long as you remain calm.

CUTS & SCRATCHES

- Even small cuts and scratches are traumatic to little children, especially if they are bleeding. Be sure you treat the kids sympathetically, even if the problem is a minor one.
- Help wash out the cut or scratch with soap and running water. Explain that you must clean the wound to make sure all the dirt is out.

If bleeding is heavy, elevate the arm or leg and apply pressure using a sterile pad or clean towel. Once bleeding slows down, apply ice and then clean the wound.

For protection and prevention against infection, place a bandage, preferably an "ouchless" type on the cut or scratch.

- For a cut lip which is bleeding--have the child suck on a piece of ice.

BURNS

- *First degree* burns are painful; the skin is red, dry, and swollen, but not blistered. To relieve pain quickly, immediately apply cold water or ice. When the pain subsides, blot dry and cover with a sterile pad. *Never* put grease or butter on a burn!
- *Second degree burns* are very painful; the skin appears red or blotchy, and blisters usually develop. Administer the same cold treatment as for first degree burns. **Do not break blisters. Call a doctor!**
- *Third degree burns* are most serious, the skin is burned through and may appear white or charred black. Little or no pain is felt because nerve ending have been burned away.

Do not use cold water or ice. **Call a doctor or police at once; then call the child's parents.**

Cover the burned area with dry sterile pad, and keep the child warm until professional help arrives.

NOSEBLEEDS

- Control bleeding by pinching nostrils together for five minutes while the child breathes through his mouth.
- If bleeding persists, call a doctor.

POISONING

- If you suspect a child has swallowed medicine or a household product, **call a Poison Control Center, doctor, or hospital immediately!** Describe what has been taken and how much. Follow their instructions.
- Remember to use child resistant caps whenever possible.

EMERGENCY PHONE NUMBERS

Tear out this page, fill in important phone numbers, and keep handy!

DOCTOR____________________

POISON CONTROL CENTER__________

HOSPITAL____________________

POLICE____________________

FIRE DEPARTMENT______________

PARENTS AT WORK:

Mom____________________

Dad____________________

NEIGHBOR__________________

Remember, do not give any medication to children, even aspirin, unless specified by parents.

365

Toys for Tots

Tis the season to go toy shopping--but how do you decide what to buy? Kids love to play with toys, and adults love to buy them. Toys are the tools a young child learns from--but what toys are right for what ages?

Follow CO-ED's suggestions below to choose the right toys for your little friends, no matter what their age groups.

Note: Age groupings for toys overlap and depend on the interests and capabilities of the individual child. If possible, check with someone who knows the child's schedule of development.

INFANTS
(Birth to 11/2 years)

Babies like to feel, hold, chew, drop, and look at things as they discover the world through their five senses. Buy: brightly colored mobiles to be hung where babies can see them; toys that squeak and rattle; soft, squeezable dolls and stuffed animals to feel and hug (embroidered eyes are better than button eyes that babies might detach and swallow); play mirrors for peek a boo games; strings of big, big beads to chew and knock around; action balls and roly-poly to encourage reaching, crawling, and visual excitement; stacking toys and rings of bright colors to develop muscles.

TODDLERS
(11/2 to 3 years)

Toddlers become more curious and active as they learn to walk, talk, and run. Buy: Active ride on toys to strengthen and exercise leg muscles and to make the child more mobile; large building blocks to stack and knock down, to refine muscle coordination; simple puzzles to take apart and put back together encourage patience and concentration; stacking and sorting toys of different shapes, colors, and sizes to strengthen hand eye coordination; sand and water toys, push pull musical toys, toys that allow toddlers to imitate the adult world, and simple picture books.

PRESCHOOLERS
(3 to 5 years)

Children like to mimic grownup roles and create make-believe situations. Buy: Preschool role playing toys, such as telephones, farms, gas stations, doctor kits, dolls with simple clothing, cleaning and gardening tools, workbench kits, cars, trucks, trains, and planes to stimulate imaginations; crayons, paints, coloring books, more complicated puzzles, take apart toys, and miniature toys to develop the finer muscles in fingers and hands; blocks and building toys to construct 'pretend' buildings and homes; a bigger tricycle or two wheeler with training wheels for riding around.

UNIT: Family Life

"DAY CARE" DAY

Purpose:

This activity provides an enjoyable way for the middle school student to become familiar with daily experiences in the life of a preschooler and understand his/her feelings. The classroom activities permit the students to observe an adult (the teacher) relating to small children. By observing the teacher's behavior, the student will become aware of appropriate speech, actions and decisions. It is hoped that a student might emulate this behavior when baby-sitting or caring for his/her own child in the future.

Procedure:

1. Remind students a day or two before to wear comfortable jeans, etc. for "Day Care Day."
2. Materials: Tables, chairs in three groups.
   Group I: Art supplies
   Newsprint paper
   Finger paint or crayons
   Group II: Play Center
   Play dough (homemade or bought)
   Plastic materials such as lids or cookie cutters
   Group III: Reading Center
   Several children's books
3. Have on hand enough small paper cups for each student.
   Punch or fruit juices
   Crackers/peanut butter or other healthful snack.
   Optional - puppets or props for story.
4. Schedule for the class period:
   a. This will be a simulated day in a day care facility.
   b. For the first portion of class time, give students time to progress through each table center - art, craft, and reading (or whatever centers you have available). In one hour period, this should not exceed 20 minutes. Then have "clean up time."
   c. Bring students together in a semi-circle on the floor or in chairs around the teacher's chair for song time and story time.
      Suggested songs, "Little Green Frog," "Little Cabin in the Woods," and "The More We Get Together."
      Suggested stories - Ask Mr. Bear, Big Little Davy, and The Easter Bunny That Overslept. (10 min.)
   d. Request volunteers to pass out the snack you have previously prepared. After all have snacked and disposed of napkins and cups, the students should sit around tables resting their heads on table tops until almost bell time. Announce: "It is nearly time to go, please put your chairs quietly under the table and collect your things. We will discuss and evaluate 'Day Care Day' tomorrow in class."

Resource for Day Care Day activities:

Resources for Creative Pre-school Teaching, Flemming, Bonnie, et al., Kansas: Association for the Education of Young Children, revised 1974.

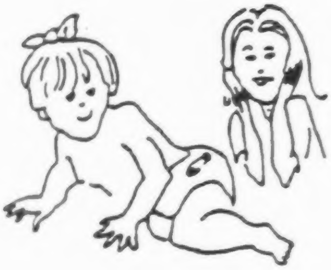
UNIT: Family Life

Helping Children Like Themselves

When children are unhappy with themselves, they become angry. Try to help them like themselves.

Show your children that you like them by patting them gently.

Put your arms around the shoulders of your children and give them a little squeeze.



Help your children learn their names by using their name often.

Accept your children as they are. Compliment them on the things they do that you like. Don't nag about things that you dislike.

Respect your children as individuals. All children are different. Help your children to understand and like their differences.

Can You Afford to Have A Baby?

Pretend you have a baby on the way and you need to purchase clothing, equipment, and furniture for the first year. Browse through the catalog on this and the next page of this section and put a check next to the items you feel your baby will absolutely need. It is estimated that it will cost approximately 1500 dollars for baby items during the first year, so this is how much you are allowed to spend. (Hospital and baby formula costs have been pre-determined and are not included in this figure.) Be selective in what you choose to buy, and remember, you may need more than one of certain items!*

After you've selected your layette, turn to the inside pages to figure the costs and see if you can afford to have a baby!

BATH AND TOILET

☐	cradle bath	9.99
☐	washcloth/towel set	6.49
☐	brush and comb set	1.99
☐	nail scissors	1.99

NURSERY NEEDS

☐	hooded bassinet	34.99
☐	crib	199.99
☐	chest of drawers	199.99
☐	dressing table	59.99
☐	laundry hamper	9.99
☐	scale and tray	14.99
☐	lamp	21.99
☐	mobile	15.99
☐	playpen	49.99
☐	infant seat	19.99
☐	high chair	49.99
☐	humidifier	14.99
☐	rectal thermometer	26.99
☐	automatic swing	21.99

FEEDING

☐	30-pc. glass nurser kit (includes 6 bottles, 6 disks, 6 nipples, tongs, nipple covers, bottle brush, and nipple brush)	7.99
☐	39-pc. plastic nurser kit (includes 8 bottles, 8 nipple covers, 8 disks, 12 nipples, funnel, bottle brush, and nipple brush)	8.99
☐	electric sterilizer	20.99
☐	non-electric sterilizer	9.49
☐	bottle warmer	5.99
☐	bibs (7 per pkg.)	4.99

FOR OUTINGS

☐	carriage	59.99
☐	stroller	44.99
☐	auto safety seat	59.99
☐	carrier	19.99
☐	bottle and diaper bag	17.99

DIAPERING

☐	disposable diapers (box of 360)	52.99
☐	cloth diapers (12 per pkg.)	9.99
☐	diaper liner for disposable diapers (box of 100)	7.49
☐	safety pins (12 per pkg.)	1.29
☐	towelettes (160 per pkg.)	1.99
☐	diaper pail	6.99
☐	water proof lap pads (6 per pkg.)	5.99

CLOTHING

☐	cotton shirts (6 per pkg.)	7.99
☐	stretch suit	5.49
☐	sleeping gown	3.99
☐	sleeping saque set	4.49
☐	waterproof pants (3 per pkg.)	1.99
☐	blanket sleeper	6.49
☐	receiving blankets (2 per pkg.)	6.49
☐	sweater set w/mittens, booties, and bonnet	9.99
☐	2-pc. bunting suit	32.99
☐	knitted hat and mittens set	4.99
☐	socks (6 per pkg.)	2.99
☐	sunsuit	3.99
☐	cotton bonnet	3.99
☐	2-pc. sweat suit	8.99

BEDDING

☐	bassinet skirt	24.99
☐	bassinet hood cover	6.99
☐	bassinet pad	6.99
☐	bassinet sheets (2 per pkg.)	4.49
☐	bassinet mattress pads (2 per pkg.)	3.49
☐	crib mattress	44.99
☐	bumper pads	12.99
☐	crib sheets	5.49
☐	waterproof mattress cover for crib	6.99
☐	waterproof crib pads (2 per pkg.)	9.99
☐	crib blanket	6.99
☐	comforter	11.99

NAME______________________________
DATE______________________________

BABY BUDGET

	ITEM	QUANTITY	PRICE
CLOTHING			
NURSERY NEEDS			
DIAPERING			
BEDDING			
BATH			
OUTING			
FEEDING			

SUBTOTAL	
FORMULA (ONE 32-ounce can of prepared formula per day for one year)	638.75
HOSPITAL COSTS** (hospital stay-$1450.60; obstetrical care-$596.10; pediatric care-$264.00)	2310.70
BABY SITTING (optional)	
TOTAL	

Now that you've select the items to include in your baby's layette, enter the description, quantity, and price under the appropriate heading on the budget worksheet at the right. To calculate the yearly cost for diapering and baby sitting, use the formulas below. Then, subtotal your costs (to make sure you haven't gone over your budget) and add everything up for a grand total!

HOW MUCH WILL DIAPERS COST?

If you choose disposable diapers:

1. First,estimate the cost of each diaper by dividing the price of a box of diapers by the number of diapers in the box.

2. Next, estimate the yearly cost of disposable diapers by multiplying the cost per diaper by the amount you'll use each week. (It has been estimated that the average baby is changed six times a day--that's 42 times a week!)

cost per diaper	multiply by	changes per week	multiply by	weeks per year	equals	yearly cost
	×		X		=	

3. Now, enter the amount next to disposable diapers on the budget sheet. Then, on a separate sheet of paper, calculate the yearly cost of diaper liners and towelettes, using the same formulas.

If you chose cloth diapers:

You'll need at least 4 dozen cloth diapers. Multiply the cost of one package (which contains 12 diapers) by four. Then add the cost of laundry products (which has been estimated at about $40 for the first year) and enter this total next to cloth diapers on the budget sheet. (Don't forget, if you use cloth diapers, you'll need to buy waterproof pants and towelettes too.)

cost per pkg.	multiply by	pkgs. needed	add	cost of laundry products	equals	yearly cost
	×		+		=	

HOW MUCH WILL A BABY SITTER COST

1. To estimate baby sitting costs for baby's first year, multiply the average hourly rate of baby sitters in your area by the amount of times you expect to be away from baby each week. (For instance, you may decide you'll need a sitter one day a week for four hours a day.)

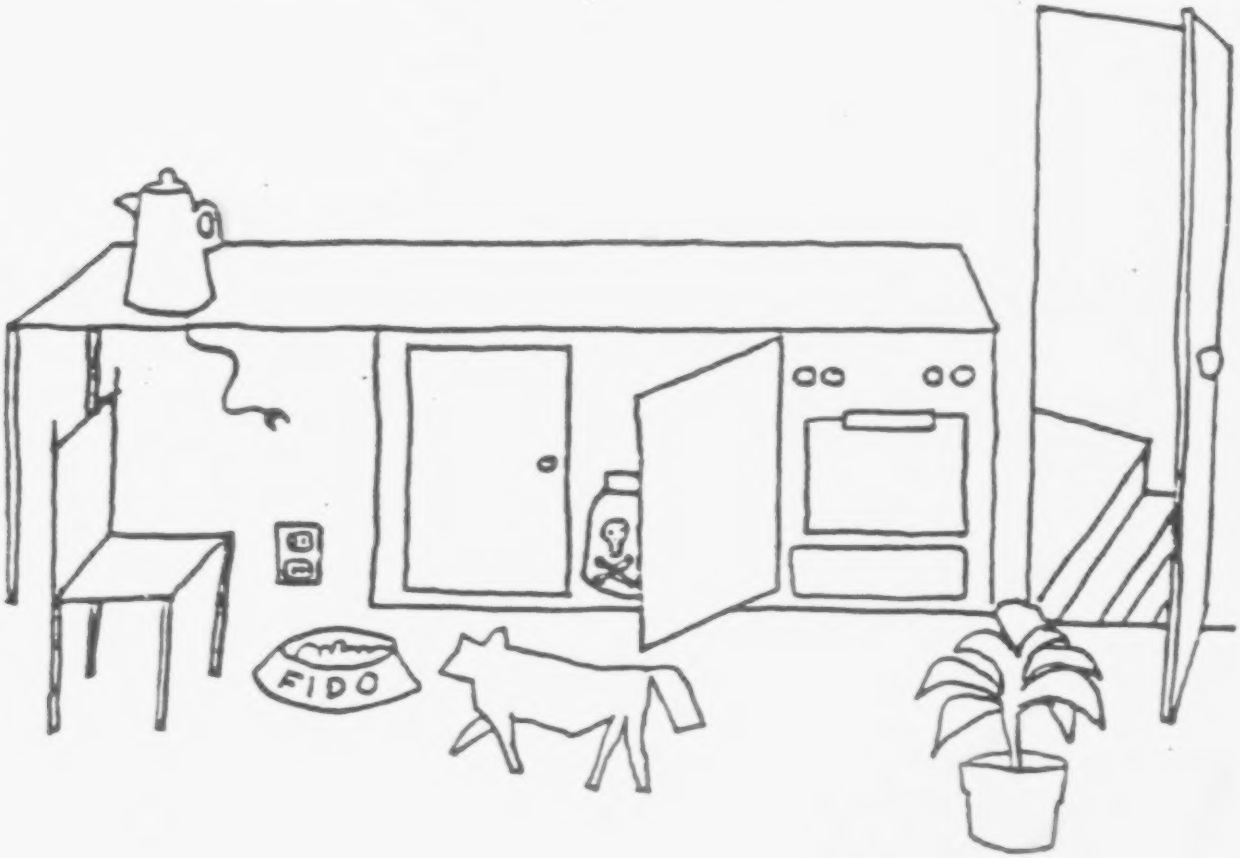
2. Multiply these figures by the number of weeks per year you think you'll use a sitter for the yearly cost of baby sitting. Enter this figure next to baby sitting in the budget sheet.

hourly rate of baby sitter	multiply by	hours per week	multiply by	weeks per year	equals	yearly cost
	×		×		=	

UNIT: Family Life

Kiddy-Proof This Kitchen

Directions: This illustration contains 8 common hazards for babies and toddlers. In the spaces provided, list both the problem and a solution for each.



	Hazard		What to do about it
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	
7.		7.	
8.		8.	

UNIT: Family Life

DISCIPLINE

Discipline is any kind of influence designed to help children learn to deal with demands from the environment that go counter to demands they might wish to make.

The aim in discipline is to give the child greater freedom within limits. A parent must be both permissive (allow his/her child to do things) and restrictive, for if a child has more freedom that he/she is able to handle, trouble may result. A child needs freedom to grow and to learn in his/her own way, but cannot thrive on unlimited freedom. Children need freedom! But they also need discipline. Without discipline, it is difficult for a child to survive in today's society.

Discipline is neither good nor bad; its value depends on whether or not the discipline is needed. Good discipline provides the child with a foundation for healthy self discipline. It is unhealthy when it is too severe or restrictive.

Discipline is often frustrating, and it may leave a child with bitter feelings. But if a parent fails to insist on some rules, their child is likely to try to rule them. Usually a child recovers from his/her frustration and learns to take discipline in stride.

PUNISHMENT

The aim of punishment is to enforce discipline to prevent the child who has broken a rule from breaking it again.

No parent has found a perfect solution. Evidence shows that praise and rewards are better ways of learning discipline then punishment is. Punishment is likely to be most effective when it comes as a direct consequence to a child's misdeed.

HELPING CHILDREN BEHAVE

You can help children behave if you know WHY THEY ARE MISBEHAVING.

When your children are unruly, do you look for recent upsets you might have had? Children sometimes misbehave when their parents are upset.

Do you arrange for your children to rest when they are tired? Children are sometime naughty when they are tired.

If your child misbehaves, try doing these things:

Be patient with the child.

Be sure the the child gets enough rest!

Help your child make a toy train!
Save 3 egg cartons. Tie these together end to end with a string. Tie a 2-foot-long string to one end of the train. Now your child has a toy train to pull.

Source: Florida Extension Service, Gainesville, Florida.

Patiently help your children know what is good to do rather than always yelling NO! NO! all the time at them Children may misbehave because they do not know what "good" behavior is.

Do you check to see if your children are sick when they are behaving badly? Children are sometimes hard to manage when they are sick.

UNIT: Family Life

MATURITY!

How Do You Rate Yourself?

I. What does it mean to be "grown up" when you are not yet an adult?

A. Symbols of growing up List five things you have or do, that show you're not a kid anymore.

1.
2.
3.
4.
5.

B. More privileges: List three things you value, that you weren't allowed to have or do a year ago.

1.
2.
3.

C. As an adult: List three things you want, that you can look forward to when you're 20.

1.
2.
3.

II. Maturity means different things, depending on who you talk with.

A. The last time an adult told me I had done something grown up was when I . . .

B. A friend let me know I did something grown up when I . . .

C. I feel I took a big step toward being an adult when I . . .

UNIT: Family Life

MATURITY!

How Do You Rate Yourself?

III. Situations I handle better than I used to.

Go through the list and check off five areas where you feel you cope a lot better than you used to. Give a recent example of how you handled a situation.

_______ Going to school.
_______ Turning down a girl/guy who's interested in you.
_______ Getting your parents' approval for something.
_______ Taking a leadership role and keeping other kids' acceptance.
_______ Letting someone know they made you angry or annoyed.
_______ Dealing with pressure from parents.
_______ Dealing with pressure from friends.
_______ Talking with a teacher about your work or "attitude."
_______ Making decisions.
_______ Making and keeping friends.
_______ Doing what you say you're going to do.
_______ Believing you're an okay person.
_______ Admitting you're wrong or you've made a mistake.
_______ Taking responsibility for something.
_______ Seeing a situation from someone else's point of view.
_______ Telling someone what you really think/feel.
_______ Deciding what you want and going after it.
_______ Talking with someone who's older, more experienced, in authority.

MAKE A BABY SITTER'S KIT

If you're baby sitting for extra bucks, you're probably in a tight job market. Be competitive! This doesn't mean bad-mouthing the other baby sitters in your neighborhood -- that's silly and it makes you look bad. But it does mean you must work to outshine the competition -- something you'll have to learn to do in any job situation.

How? Make a baby sitter's kit -- specially packed for each job. It's fun for everyone, including you. If you remember the movie Mary Poppins (or perhaps you read the book), you'll recall that she carried a carpetbag full of magical surprises. You can't recreate her particular brand of magic, but a bagful of surprises creates a certain magic of its own. Ready? Get packing!

HOW TO BEGIN

You will need something to pack your goodies in. An overnight case will do, but can be a little bulky. A better bet might be a canvas tote bag from the five and dime. (It shouldn't cost more than $5. at most $10. and you can use it for school too.) Shy away from the clear plastic totes -- whatever you're packing should remain a mystery at first.

What you pack will depend on the children you're sitting for on a particular night. Take their ages into account, and be sure to bring something for everyone. Here are a few guidelines to follow:

Babies under 18 months like brightly colored objects, different textures. Be sure toys are free of rough or sharp edges and are too big to be swallowed.

Toddlers will be amused by dress up clothes, costumes, dolls, stuffed animal, too. Blocks, simple puzzles, crayons, and finger paints will also fascinate.

Preschool children also love make believe. Puppets and dolls, toy trucks, cars, plane, and boats are fun, too.

Children 6 to 9 will enjoy board games as well as the old standbys, such as marbles, jacks, and tops.

Children 9 to 12 still enjoy drama and make-believe and will like playing with jigsaw and other puzzles as well. Now that you have an overview of play time preferences, here are a few additional ideas to get you started.

WHAT TO PACK

Puppets: Make your own. All you'll need are several pairs of old socks, buttons, pieces of felt, and brightly colored yarns for hair, eyes, ears, noses, and mouths . The toes seam will be the mouth; the heel, the top of the head. Use your imagination and create an entire family. You might even enlist the help of the older children in creating your cast of characters. And of course anyone who's interested can work behind the scenes as a puppeteer.

Sew Cards: They're available in toy stores -- and for a reasonable price. Preschoolers will love them, and they're a fun way to build manual dexterity. You can make them too with cardboard, different colored felt tipped pens, a paper punch, brightly colored yarn, and large, blunt needles (available at fabric stores or notion departments). Draw a picture on the cardboard, color it, and punch out the outline with a paper punch. If you're not artistic, you could also cut pictures out of magazines or children's books and paste them on the cards. Sewing the cards is up to the children. Thread the needle and let them out line the figure in yarn.

Sweet Surprises: Edible goodies are always appreciated, but always check with parents first and try to keep the sweets to a minimum. Pack nuts and raisins, fresh fruit, dried banana chips, sunflower seeds, or sugarless gum.

Soap Bubbles: Buy them at the five and dime or make your own with dish detergent. You can make the hoops for blowing bubbles with wire bought at the florist's. Wrap the handle of the hoop securely with masking tape to avoid cuts and scratches from the ends of the wire.

Books: They're always a good bet, but if you are sitting for several children, make sure you bring a book for each. The children's section of the library will be helpful, or rummage around your house to see what you can find. You may want to start a small library of your own that you can pull books from before going on a job.

Games and Puzzles: Again, look around at home and see what's available. Try to find games that suit the children you're sitting for -- most board games are geared to certain age groups and say so on the box. The same is true for puzzles. A seven year old will be bored with a simple puzzle; a four year old will be frustrated by a complicated one.

Odd and Ends: Crayons and coloring books, construction paper, blunt scissors, and paste or glue will appeal to almost any age group. But do remember to clean up the mess afterward!

Let's Pretend: Scarves, ties, belts, and hats are terrific "dress up" items for little ones -- and everyone likes to pretend. Bring some left over finery from home for the gala event.

Final Note: Have fun! Much of the magic of a fairy godmother or godfather is in you. So get into the act and enjoy yourself and the children.

SUPER SITTER GAMES

As most baby sitters know, when kids are kept busy, they're also kept out of trouble. But do you have problems trying to figure out how to entertain the kids you baby sit? Well, don't despair. CO-ED has the solution--Super Sitter Games! You don't buy them, borrow them, or make them. Instead, you think them! Here are some for starters . . .

READ, RHYME, AND REASON

Jack and JILL
Went up the hill
To fetch a pail of water
Jack fell down
And broke his crown
And Jill came tumbling after.

Nursery rhymes hold a lot of magic for children--and they're also the key to reading. Here's how you can use them to keep the children you sit for interested, enthusiastic, and eager to begin reading!

Ask the child you're sitting for to bring you his favorite book. Sit him next to you or on your lap, and read the rhymes out loud, keeping your finger under each word as you read. This will help the child focus on the print and also teach him that you read left to right. Read slowly and let the child interrupt. Stop reading to discuss the pictures and ask questions about the story or the illustration. Questions such as "What color is Jack's hat?" or "Where's Jill?" will keep the child actively involved in the story and help him to focus on and appreciate the illustration. After reading the rhyme a few times, read it again, but leave out the last rhyming word and ask the child to fill it in. Children love guessing game. They also love to make up their own rhymes. Why not capitalize on that by alternating reading rhymes with making up your own? (Don't worry if the rhymes sound silly, just encourage the child to use his imagination.)

Next, sit down with the child and help him print the rhymes on a piece of paper and illustrate them. Make a scrapbook of all the rhymes that the child can keep for his own.

ADD A STEP

First turn on the radio or play a record. To begin, you start off with a simple movement such as jumping to the right, putting your hands on your hips, or doing a simple spin. Teach the child your movement and practice it until he feel comfortable with it. Then, ask him to choose a different movement and teach it to you. Now, he must put the two steps together. Now it's your turn to add a new step . . . then his .. . now yours . .. . get it? Once you link a few steps together smoothly, try putting them to music. Create a few dance patterns, link them all together, and magic! You've got a new dance!

This game not only teaches coordination and aids in memory development, it's also great exercise.

STATION BREAK

If you need a rest, how about turning on the TV? We all know that TV is the old standby for baby-sitting entertainment, but you probably didn't know that it's easy to help kids learn from the shows they watch. After all, you know that Superman is just make-believe, but do they? You can teach them to develop critical TV viewing skills by asking them questions about the shows. Find out why they like a show, for instance, or whether they think it's realistic. Discuss the answers and make them think about what they see. This way, they'll discover the difference between fantasy and reality for themselves. You can also take turns imitating your favorite TV characters and then take turns guessing who's who. One caution--children love to guess, but they also love to be right!

If you want more information on how to help children learn from television, ask your home economics teacher for advice.

Supplement 25

UNIT: Family Life

THE NIGHT SADIE BABY-SAT

Directions:

As you read this story, write down the errors you find in the behavior of Sadie. There are at least 20.

"Yeah, Mrs. Turner, I'll be glad to baby-sit for you on Friday night," Sadie said into the telephone.

"We need to leave at 7:30, Sadie," Mrs. Turner was saying, " and since you haven't taken care of our children before, can you please be here by 7:00 so I can show you what must be done, and so you can get acquainted with Tommy and Linda?"

"OK," Sadie said as she put the phone down. Then she turned to her friend, Mary, and said, "Boy, we can really have fun on Friday night. You can call me while I'm at the Turner's, and we can talk as long as we want to without Mother yelling at met to get off the phone."

During the week, Sadie looked up the Turner's phone number and gave it to several of her friends, including Freddy, her boyfriend.

Friday after school, Sadie went home, washed her hair, and put it into curlers so that she would look nice for the picnic on Saturday.

"What time are you to go to the Turner's?" Sadie's mother asked. "Oh, I'll leave here about 7:30."

Her mother continued, "How old are the Turner children? Do you know what you are expected to do for them?"

"Oh Mother, you act like I'm a baby instead of 14 years old. Of course, I know how to take care of kids. They are about 3 and 5, I guess, and I certainly know enough to keep them in line!"

With that Sadie went out the door, down the street to the Turner's house, and rang the doorbell.

A very embarrassed Mrs. Turner opened the door with Linda crying at her skirt tail. "I thought you were going to be here at 7:00, Sadie. It's 7:40 and we're late for the meeting and there are several things I need to tell you--I tried to write them down while we were waiting for you--here, please read this. We will be at this phone number, and do remember that Tommy won't go to sleep without his blanket to snuggle."

"We will get along fine," Sadie said.

"Well," Mr. Turner was saying, "How about picking Linda up and taking them out for a little walk so she won't be so upset over our leaving? She usually doesn't cry, but we're so late and things are so confused and all."

Sadie picked up crying Linda and took Tommy out on the porch and they waved at their parents who left with worried looks on their faces.

"Go walking," said 3-year-old Linda, her tears turned off. "Yes, let's go for a walk," said Tommy. Sadie looked at her watch. Mary promised to call at 7:45. "No walk, let's go in and watch TV," said Sadie. "We want to walk," cried Linda. "Hush," said Sadie, and hit Linda's bottom.

Confusion reigned, but Sadie was sure she was boss, so she settled the crying. Then she sat Linda down to watch TV while Tommy wandered off to the kitchen.

The phone rang, and Sadie settled down to talk to Mary while Tommy played in the kitchen. In a minute he came in with a big box of chocolate candies. "Can I have some candy?" he asked.

Sadie nodded a "yes" and took a couple for herself. In just a minute there came a loud wail and fuss from the living room. Sadie laid the receiver down and went to see what was wrong.

"I want candy," Linda cried. "She can't have them. She's allergic to chocolate," said Tommy.

"Tommy, you give her some candy this instant," said Sadie. "I'm in there talking to a bad guy right now and he will come tie you and take you away if I tell him to."

About 15 minutes later she was interrupted again to settle a fight. She told Mary, "Listen, I can't even hear you for those kids. I'll put them to bed and call you back."

Sadie went into the living room, broke up the fight by slapping each of the children's faces and said, "Okay, you're going to bed since you are so naughty, I never saw worse kids. I don't blame your parents for leaving you. If I were them, I'd never come back".

Both children were crying great tears now. Just as Sadie got them to the bedroom, Linda vomited all over the floor.

"Linda, what have you done?" wailed Sadie.

"I told you she's allergic to chocolate," Tommy reminded her.

"Well, you just get a wet towel and clean it up," Sadie said, and she proceeded to dampen a towel from the bathroom and handed it to Linda. Linda sobbed and tried to clean up the mess, but she didn't do a very good job. Sadie wiped at the mess and threw the soiled towel in the tub.

"Okay, kids, get your pajamas, and let me get you to bed," Sadie said.

"I don't want to go to bed," wailed Linda. "I want my Mommy."

"I want my bath," Tommy wailed. Sadie found some pajamas in the closet and firmly proceeded to undress Linda.

Tommy tried to yell over Linda's crying. He started jumping up and down on his bed. Just then the phone rang. Freddy was on the line, and Sadie talked until the crying stopped.
"Thank goodness, they are quiet. Wait a minute, Freddy, there are some soft drinks in the refrigerator, and I want one." On the way back with her soft drink, Sadie stuck her head in the door where the children were. The light was out so she supposed the children were asleep. Sadie went back to the phone. In a minute, she heard someone at the front door. "Come in," she yelled.

"Come in!" exclaimed a furious Mr. Turner, holding a sloppy wet Linda. Mrs. Turner was behind him, leading Tommy, who was also muddy and wet. "What are my children doing out in the yard playing with the hose at this hour? In their pajamas?"

"Well, I thought they were asleep, said Sadie. "Tommy and Linda are very naughty children," exclaimed Sadie.

Mr. Turner was very angry. "Get in the car, and I'll drive you home."

"My boyfriend Freddy is on his way over, so he can do it. I'll charge a dollar an hour," Sadie said from outside the door.

"I would not pay one cent for the job you've done here tonight, young lady, "Mrs. Turner said as she held up the smelly towel she had found in the bathtub . . .

Source: Florida Exploration of Human Care Services' Occupations

UNIT: Family Life

BABY-SITTING PROBLEM SITUATIONS

Name ________________________________

How should a sitter deal with these situations?

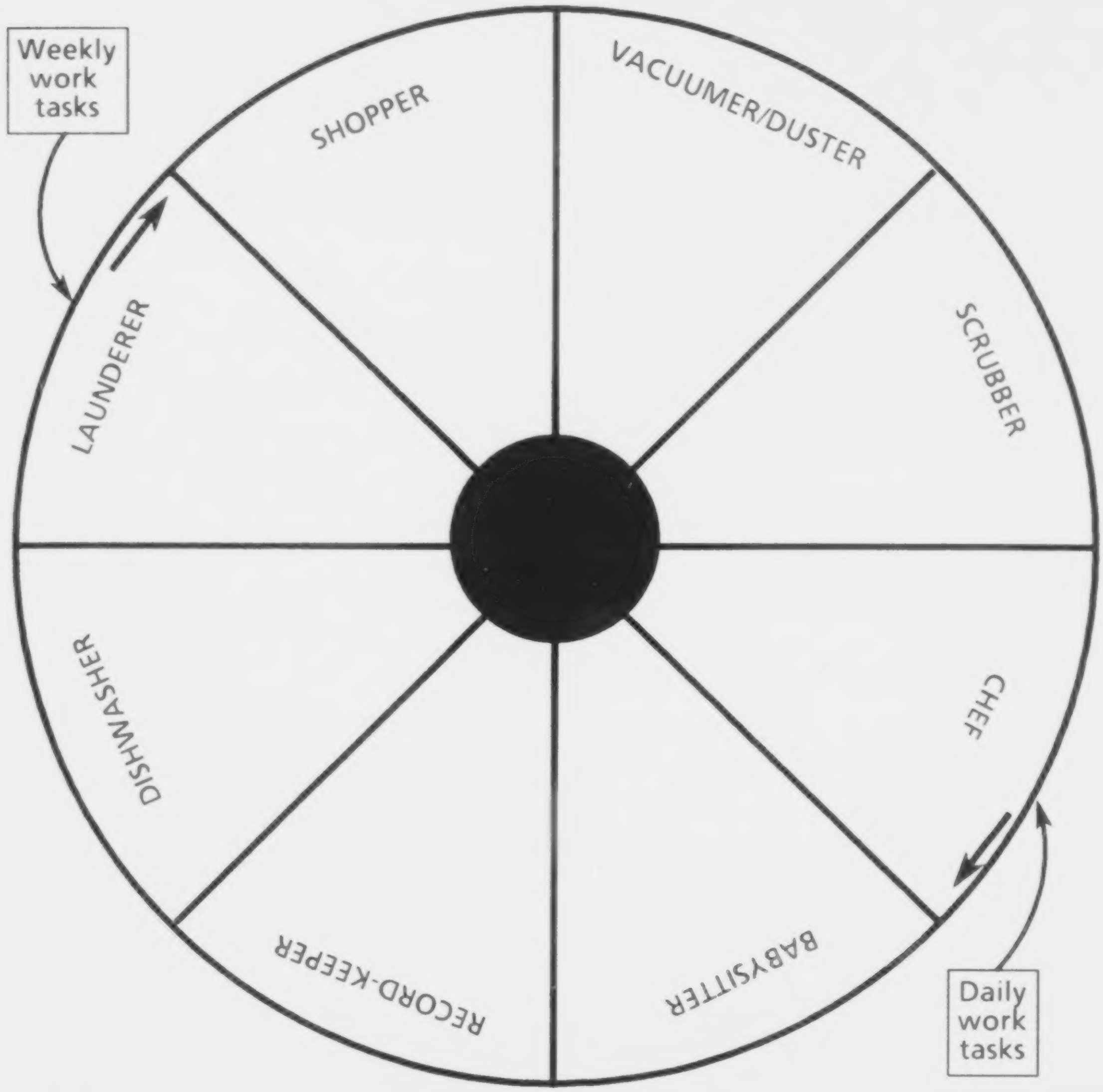
1. Four year old Tommy is constantly getting into trouble. He is noisy, fidgety, and a smarty. He teases his sister, Nancy.
2. You are supposed to see that 5-year-old Jane takes a bath, but she wants to watch TV. How would you handle this? You want to gain her cooperation.
3. A thunderstorm comes up and 3-year-old Joe is afraid.
4. Two year old Jimmy is too busy playing outside to come in when you call him.
5. You have just put Sally to bed. As you leave the room she begins to cry, and continues to do so. Sally is 2 years old.
6. While you are baby-sitting, Doris proudly shows you how she has blown up her balloon by filling it with water. Just then it bursts spilling water all over the kitchen floor. Doris is 5 years old.
7. You are sitting with two 3-year-old cousins, Jane and Joan. Jane is being selfish with her toys, and you know she should be old enough to share.

UNIT: Family Life

SHARING FAMILY TASKS

Directions: Select household task from the class list that you are willing and able to perform. Place them on the work wheel in the appropriate worker category.

SPIN THE FAMILY



WORK WHEEL

UNIT: Family Life

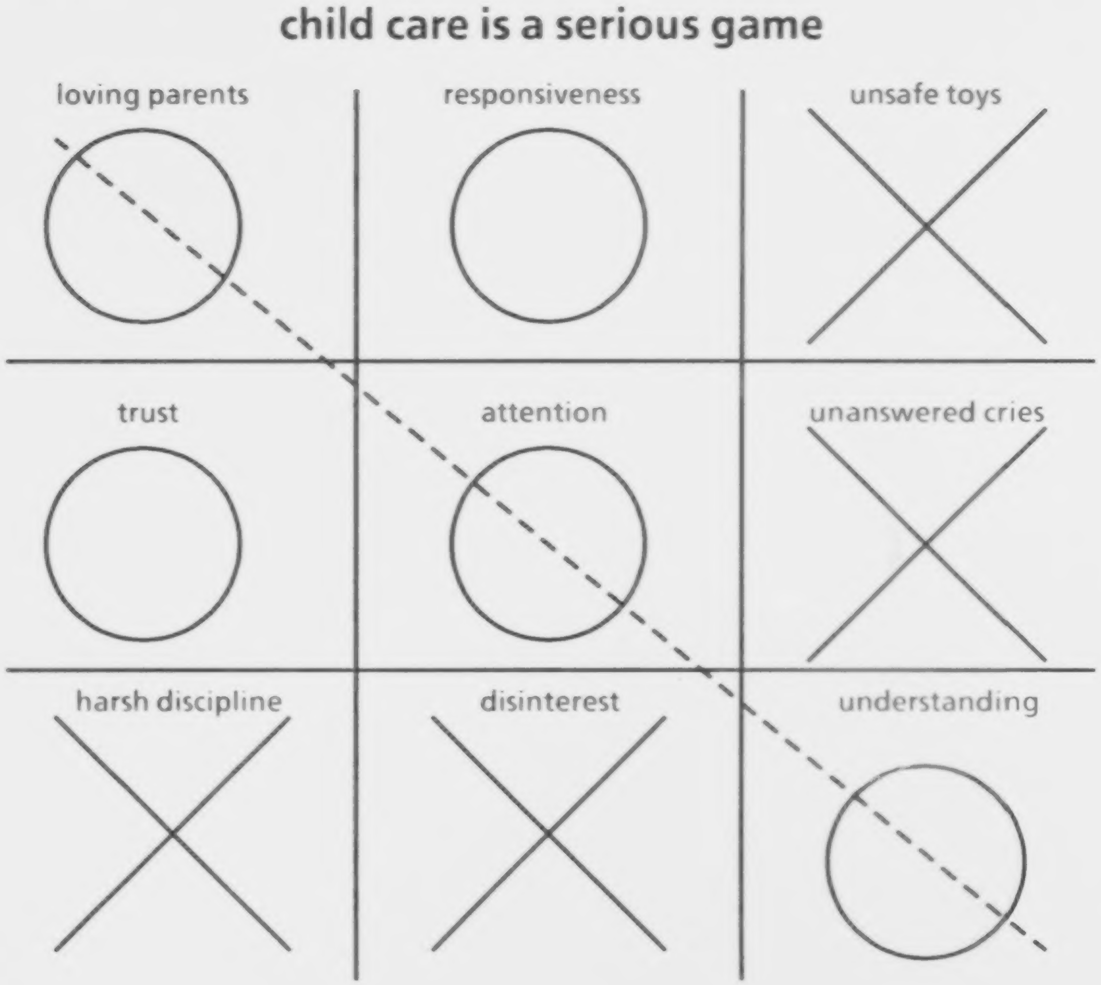
PERSONAL MANAGEMENT SCHEDULE

DAY	TIME	TASK/ACTIVITY
		(Include in this list rising and retiring, things you must do (e.g., school), household tasks you have agreed to do, and the things you said you wanted to accomplish this week.)

BULLETIN BOARD

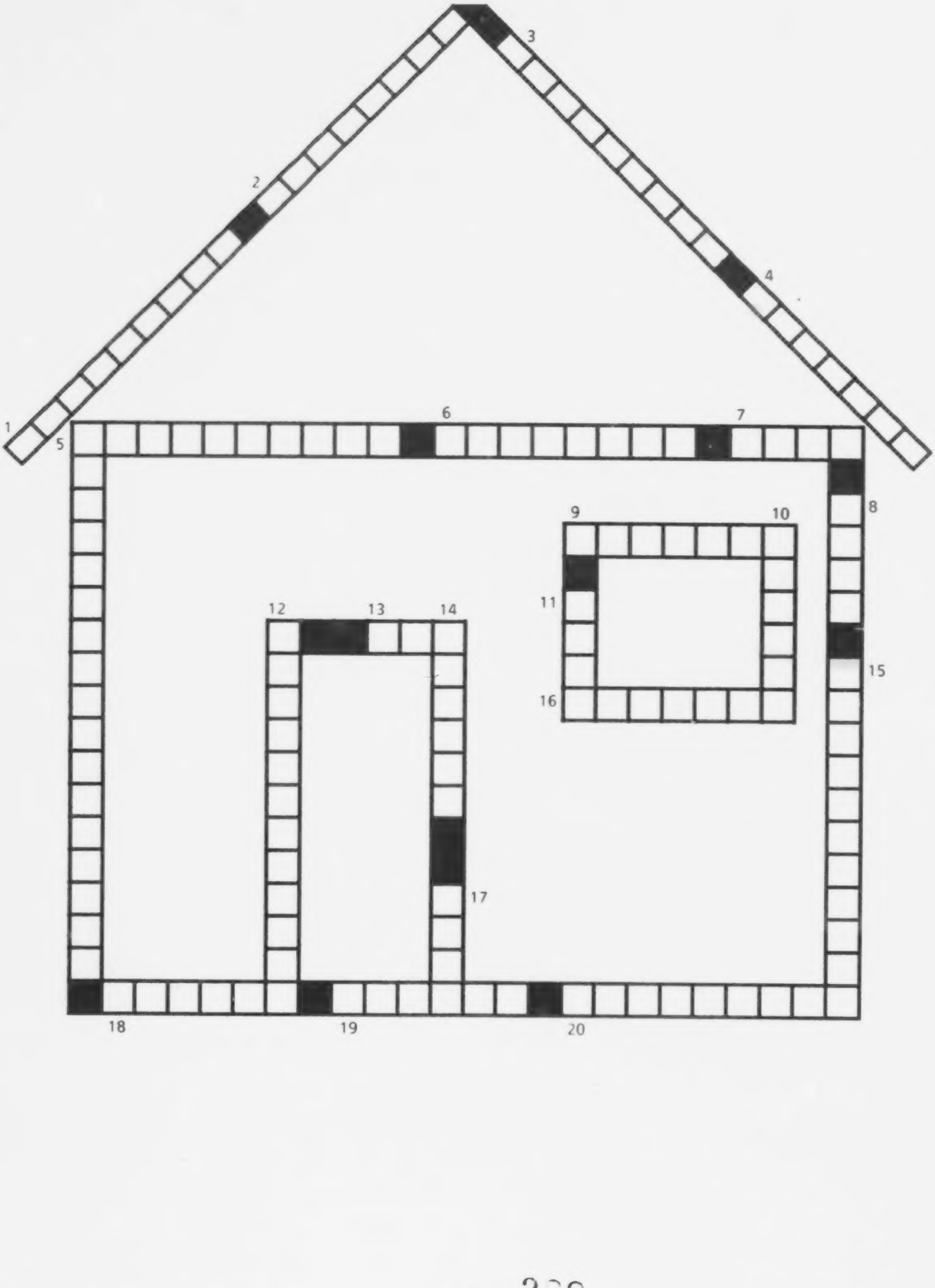
Title: "Child Care is a Serious Game"

Arrange nine full size sheets of construction paper on the bulletin board, simulating a tic-tac-toe game (three across and three down). Use one color sheet for the three squares with the "winning" line through them and another color for the remaining square. Label each sheet with a desirable or undesirable child care concept. Make X's on the negative concepts and O's on the positive ones. (The side of a piece of chalk can be used for this.) Make a line through the "winning" combination.



UNIT: Family Life

TASKS AND OCCUPATIONS IN HOME MANAGEMENT



Supplement 30

UNIT: Family Life

TASKS AND OCCUPATIONS IN HOME MANAGEMENT

Directions:

Fill in the correct answers in the square of the house.

ROOF

1. A daily job done to what you sleep on.
2. A process of germ removal; to make sanitary.
3. A task done to remove dust, dirt, and other small particles from carpet, furniture, draperies, etc.
4. One who attends to the cleaning of a building and is sometimes called a custodian.

ACROSS

5. ____________ is to give advice or guidance and an exchange of opinion and ideas.
6. Clearing away with the use of a broom
7. To press fabric.
9. To fix or improve an appliance, chair, plumbing, etc.
13. To clean a floor with the use of water is to ____________.
16. ______________ is to remove dust from a surface.
18. One who is in charge of 7 across.
19. A job done after eating, washing ________________.
20. One who manages a household.

DOWN

5. One who examines different shopping buys and makes the best selections.
8. A repair done with needle and thread.
10. Stitching together material to make a garment or household linen.
11. A person who does light household jobs.
12. One who works with college sororities and fraternities.
14. To make smooth and shiny.
15. One who has charge of domestic task in a household of motels, hotels, etc.
17. Cleaning of clothes and dishes.

Supplement 31

UNIT: Family Life

TASKS AND OCCUPATIONS IN HOME MANAGEMENT

ANSWERS:

ROOF

1. Bedmaking
2. Sanitize
3. Vacuuming
4. Janitor

ACROSS

5. Counseling
6. Sweeping
7. Iron
9. Repairs
13. Mop
16. Dusting
18. Ironer
19. Dishes
20. Homemaker

DOWN

5. Comparison Shopper
8. Mend
10. Sewing
11. Maid
12. House Adviser
14. Polish
15. Housekeeper
17. Wash

FAMILY LIFE TRANSPARENCY MASTERS

HUMAN NEEDS:

Physical Needs--Food and Water

HUMAN NEEDS:

Physical Needs--Activity

UNIT: Family Life

Transparency Master 2

HUMAN NEEDS:

Self-Esteem

RESPECT, RECOGNITION FOR ONE'S ACCOMPLISHMENTS

UNIT: Family Life

Transparency Master 3

HUMAN NEEDS:

Physical Needs--Rest

FAMILY HAPPINESS FACTORS

UNIT: Family Life

HAPPY PARENTS

INTEREST IN EACH OTHER

EXPRESSIONS of LOVE

ATTRACTIVE HOME

FAMILY FELLOWSHIP

COMPANIONSHIP

SENSE OF TRUST

SECURITY

APPROVAL OF FRIENDS

SHARING of RESPONSIBILITY

Transparency Master 5

Family Recreation

Transparency Master 6

Include Older Members in Family Activities

Transparency Master 7

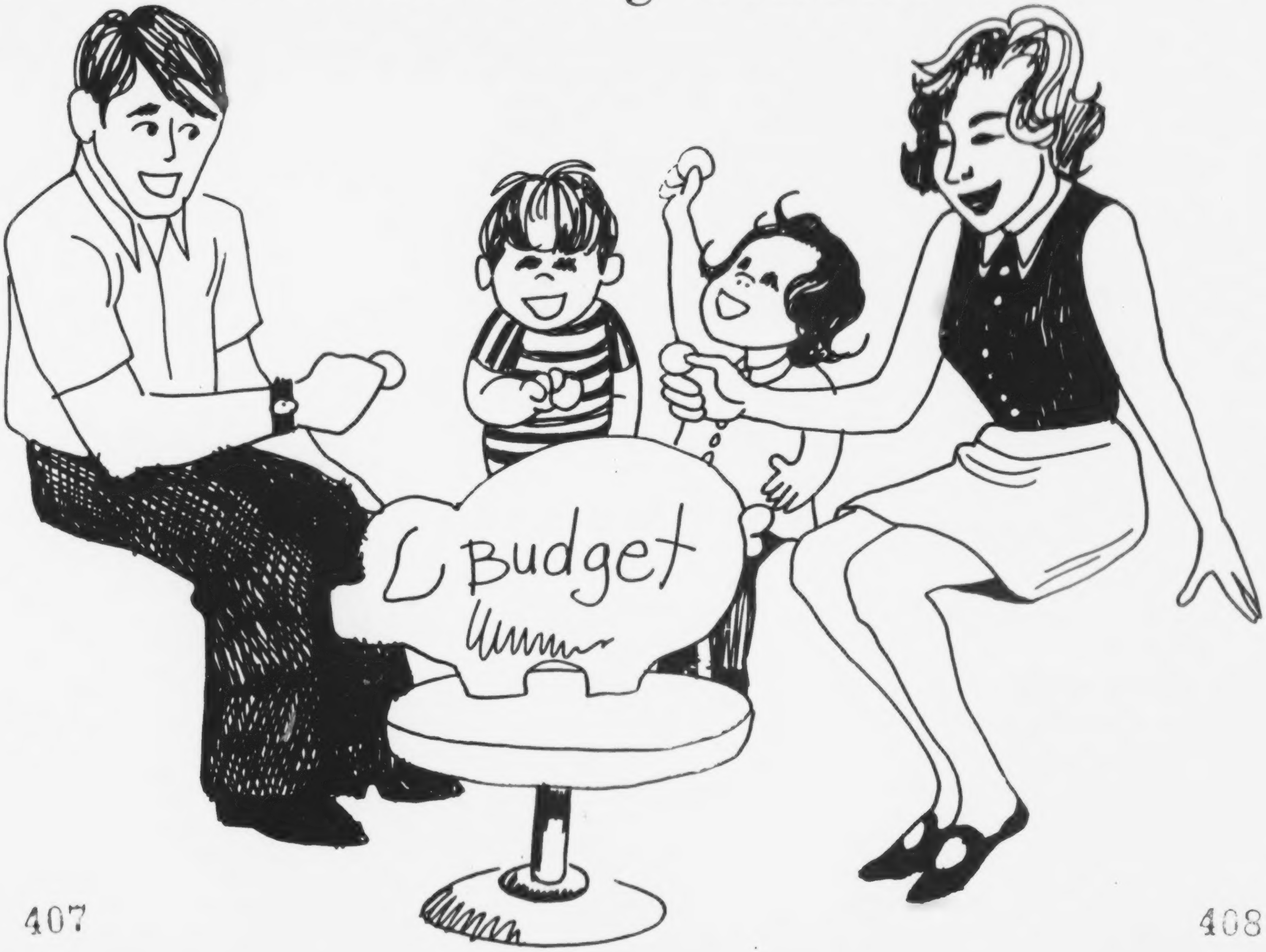
Maintain Communications through Sharing Common Interests

UNIT: Family Life

Transparency Master 8

Include Young Members

UNIT: Family Life



Transparency Master 9

407

408

Special Consideration Gives Feeling of Security and Love

UNIT: Family Life

Transparency Master 10

CONSUMER EDUCATION

CONCEPTUAL STRUCTURE

UNIT: Consumer Education

COMPETENCY: CE-I. The student will evaluate how consumers' values, needs, attitudes and goals influence individual and family decision making.

A. The Consumer
  1. Definition
  2. Factors Influencing Choices
    a. wants/needs
    b. resources
    c. attitudes
    d. goals
  3. Types of Decisions
    a. deliberate
    b. spontaneous

B. Decision Making Process
  1. Recognize Problem/Decision to be Made
  2. Consider Possible Alternatives
  3. Analyze Alternatives in Terms of Values, Resources, Goals
  4. Predict Consequences of Alternatives
  5. Choose Alternatives
  6. Act Upon a Decision
  7. Evaluate Consequences of a Decision

COMPETENCY: CE-II. The student will use good management and decision making skills as they take advantage of personal, family, and community resources.

C. Resources
  1. Types
    a. human
    b. non-human
    c. others
  2. Management of Resources
    a. time/energy
    b. money
      (1) checking account
      (2) budgeting/saving
      (3) credit

D. Buymanship Principles
  1. Preplanning
  2. Comparison Shopping
  3. Being Informed

412

Competency: CE-III. The student will enumerate consumer rights and responsibilities.

E. The Consumer in the Marketplace
   1. Rights
      a. right to safety
      b. right to be informed
      c. right to choose
      d. right to be heard

   2. Responsibilities

COMPETENCY: CE-IV. The student will list employment opportunities in the field of consumer services.

F. Careers
   1. Factors Influencing Decisions
      a. interests
      b. skills
      c. personality
         (1) values
         (2) goals

   2. Consumer Related Opportunities
      a. careers fields
      b. job titles
      c. job tasks
      d. job responsibilities
      e. personality characteristics needed

UNIT: **Consumer Education**

COMPETENCY: **CE-I** **The student will evaluate how consumers' values, needs, attitudes, and goals influence individual and family decision making.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		Keep a notebook. Participate in the preparation of a classroom bulletin board.	
1. Given a specific problem to solve, the student will list the steps in the decision making process, and suggest how the decision could be evaluated.	1.1 Identify personal consumer actions.	1.1a Record your activities for four days keeping an hour by hour log account of how you use your time. Place a check (√) in front of those activities in which you used goods or services.	Supplement 1
		1.1b Read to determine a definition of a consumer. Write a definition for a consumer.	Chamberlain, V. et al., Teen Guide, p. 232.
		1.1c Using your four day log, determine the percentage of daily time you are engaged in a consumer action. Considering the percentage of time spent in consumer actions, respond to the following question: Is it important to understand what influences consumer action? Why?	

UNIT: **Consumer Education**

COMPETENCY: **CE-I** **The student will evaluate how consumers' values, needs, attitudes, and goals influence individual and family decision making.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.2 Recognize factors which influence consumer choices.	1.2a Complete: "I did it because . . ." 1.2b Brainstorm to compile a list of factors which influence consumer decisions.	Supplement 2 Dunn & Peeler, Living Learning, and Caring, pp. 182, 187, 191, 194.
	1.3 List the steps in decision making.	1.3a Complete and Discuss Directed Reading Assignment. 1.3b Discuss the steps to making a decision: 1. Recognize problem/decision to be made. 2. Consider possible alternatives. 3. Analyze alternatives in terms of values, resources, goals. 4. Predict consequences of alternatives. 5. Choose alternative. 6. Act upon a decision. 7. Evaluate consequences of a decision.	Chamberlain, V. et al., Teen Guide, 204-209.
	1.4 Apply the steps to decision making.	1.4a Complete and discuss activities on decision making.	Supplement 3-7

UNIT: **Consumer Education**

COMPETENCY: **CE-II** **The student will use good management and decision making skills as they take advantage of personal, family, and community resources.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Given a list of resources, the students will categorize them under the proper type of resources.	1.1 Define and explain at least 4 groups of resources.	1.1a Complete and Discuss Directed Reading Assignment.	Chamberlain, V. et al., Teen Guide, pp. 210-213.
		1.1b Participate in class discussion on the following topics:	Dunn & Peeler, Living, Learning and Caring, pp. 188-191.
		1.1c Explain the difference between human and nonhuman resources and give 3 examples of each.	
		1.1d List other types of resources (Natural, man-made, etc.) and give 2 examples of each.	
		1.1e Discuss the following questions: Why do people need resources? How can you trade resources? Why is it important to learn to manage our resources?	
2. Given specific activities, the student will develop effective resource management skills.	2.1 Design a workable time schedule.	2.1a Complete "Organized or Disorganized" Activity.	Supplement 8
		21.b Brainstorm why it is important to have time management skills.	
		2.1c Activity: "Getting It all Together".	Supplement 9

UNIT: **Consumer Education**

COMPETENCY: **CE-II** **The student will use good management and decision making skills as they take advantage of personal, family, and community resources.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		2.1d Complete and Discuss Directed Reading Assignment.	Chamberlain, V. et al., Teen Guide, pp. 214-220.
		2.1e Using individual time logs, students are to analyze how they spent their time.	Supplement 10
		2.1f Students are to design personal time schedules.	Supplement 11
		2.1g Instruct the student how to use calendars and daily to-do lists.	Supplement 12
		2.1h Discuss the results of the time schedules after 2 days of using them.	
	2.2 List and implement ways to use time and energy wisely.	2.2a Define procrastination and explain how it can affect the way a person uses time.	Dictionary
		2.2b Discuss how to make the most of your time.	Supplement 13
		2.2c Do Ten Time Teasers	Supplement 14

UNIT: **Consumer Education**

COMPETENCY: **CE-II** **The student will use good management and decision making skills as they take advantage of personal, family, and community resources.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		Special Note: Refer to copies for teacher instructions.	
3. Given a written test about banking, budgeting, and credit, the student should score at least 85% correct.	3.1 List steps in making a plan for using money.	3.1a Complete and Discuss Directed Reading Assignment.	Dunn & Peeler, Living, Learning and Caring, pp. 196-199.
		3.1b Brainstorm: • Why is it important to learn to manage money? • List at least 4 sources of income for teenagers. • Is it ok for students to have checking accounts? WHY? • How can a teenager help parents with the family finances or to save money?	
	3.2 List advantages and disadvantages of having a checking account.	3.2a Complete pretest.	Supplement 15
		3.2b Develop a banking vocabulary as the unit on banking is being taught.	Teacher/Local Banking Consultants
		3.2c Define checking account and explain advantages and disadvantages of having one.	Transparency Masters 1-3 Personal Checking Account Unigraph Product Division of United Graphics, Inc. 1973.

UNIT: **Consumer Education**

COMPETENCY: **CE-II** **The student will use good management and decision making skills as they take advantage of personal, family, and community resources.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	3.3 Demonstrate steps of opening a checking account and how to write checks.	3.3a List procedures in opening an account: • Decide on type of checking account. • Fill in signature card. • Order checks.	Teacher prepared Local Banking Institution
		3.3b Discus the relevance of the information on the face of the check.	
		3.3c Discuss general information on writing checks.	
		3.3d List the procedures in writing checks.	
		3.3e Write 3 checks to show understanding.	
	3.4 Demonstrate how to make a deposit	3.4a Discuss the procedure of making a deposit.	
		3.4b Give the students a list of checks and cash to prepare deposit slips.	
	3.5 Endorse a sample check, using the different types of endorsements.	3.5a Define endorse and list the different types of endorsements.	
		3.5b Demonstrate the proper ways to endorse a check.	

UNIT: Consumer Education

COMPETENCY: CE-II The student will use good management and decision making skills as they take advantage of personal, family, and community resources.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	3.6 Discuss check flow process.	3.6a Define necessary terms needed in relation to the check flow process.	
		3.6b Explain the importance of the bank statement.	
		3.6c Explain and practice how to reconcile a bank statement.	
		3.6d Check money management skills.	Supplement 16
	3.7 Demonstrate how to work out a budget.	3.7a Complete and Discuss Directed Reading Assignment.	Chamberlain, V. et al., Teen Guide, pp. 226-231.
		3.7b Students are to keep accurate records of how they spend their money for one week.	
		3.7c Participate in class discussion: • What is a budget (spending plan) and why do people need them? • What is the difference between fixed and variable expenses? • Do you think children should get part time jobs? Why?	Supplement 17
		3.7d Brainstorm the advantages of having a savings account.	
		3.7e List and explore different types of savings clubs.	

426

427

UNIT: **Consumer Education**

COMPETENCY: **CE-II** **The student will use good management and decision making skills as they take advantage of personal, family, and community resources.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		3.7f As a class establish a budget.	
		3.7g Using individual money records for the week, the student is to set up personal spending plan.	Supplement 18
		3.7h Discuss your thoughts about keeping a budget.	Supplement 19
	3.8 Define credit and list advantages and disadvantages of using credit.	3.8a Complete activity: "How do you feel about credit?"	Supplement 20
		3.8b Give student vocabulary words related to subject.	Chamberlain, V. et al., Teen Guide, pp. 243 (green section).
		3.8c Complete and discuss directed reading assignment.	Ibid., pp. 239-243.
		3.8d List advantages and disadvantages of using the following methods of payment: ● cash ● layaway ● 30 day credit ● revolving credit	Teacher Prepared/Local Store managers, finance company representatives and local bankers
		3.8e Discuss: Teenagers should/should not have credit card.	
		3.8f List steps to opening a charge/ credit account with a store.	

UNIT: **Consumer Education**

COMPETENCY: **CE-II** **The student will use good management and decision making skills as they take advantage of personal, family, and community resources.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		3.8g Invite a store manager in to talk about cash versus credit, how to open an account, etc.	Local Store Manager, Banker etc.
		3.8h Discuss ways in which a person can establish and maintain a good credit rating.	
		3.8i Complete puzzle on credit.	Supplement 22
		3.8j Reevaluate feelings about credit.	
4. Given sufficient information and activities, the student will practice good consumerism.	4.1 Identify basic principles of good buymanship.	4.1a Brainstorm some basic rules or principles to follow when shopping. Then decide why they are important.	
		4.1b Conduct a survey of places to shop in the local community and compare prices, merchandise, services, and the reputation of the store.	Contact Chamber of Commerce and local stores.
		4.1c Make a list of types of sales that stores have. Also list advantages and disadvantages of each kind.	Chamberlain, V. et al., Teen Guide, p. 235.
		4.1d Define and contrast a planned purchase with an impulse buy.	
		4.1e Compile a list of planned purchases and impulse purchases from classmates' experiences.	

UNIT: Consumer Education

COMPETENCY: CE-II The student will use good management and decision making skills as they take advantage of personal, family, and community resources.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		4.1f. Discuss the following: ● Can an impulse purchase be a good one? ● Under what circumstances is preplanning necessary? ● Give examples of purchases that should always be preplanned.	
		4.1g Make a list of different advertisements (newspaper, magazines) and tell ways in which they try to convince consumers to purchase the product. 1. Find out information on the product by reading the consumer guide, asking others, and reading the labels. 2. Compare prices. 3. Examine the product. 4. Follow steps to making a good decision.	Newspaper, magazines
		4.1h Students are to select an item for purchase (stereo, television, clothing, etc.). Investigate fully the quality and cost of the item. Assess at least three sources. (This can be a group activity).	

UNIT: **Consumer Education**

COMPETENCY: **CE-III The student will enumerate consumer rights and responsibilities.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Given a list of consumer related statements, the student will distinguish between those which represent a right and those which represent a responsibility.	1.1 State the relationship between a right and a responsibility.	1.1a Write a definition for the terms: right, responsibility. Share definitions with the class. Assist in selecting the definitions on which remaining class activities will be based.	Dictionaries
		1.1b Participate in discussion: "Why are these terms so often used together?	
	1.2 Name and describe the basic rights of the American consumer.	1.2a Participate in a skit on a teacher assigned consumer right.	Supplement 22
		1.2b Read independently to learn what is implied in the right. Share learnings with group members and compile a list of important implications.	Chamberlain, V. et al., Teen Guide, pp. 236-238.
		1.2c Create a skit to communicate and explain this right. Present the skit to your class and/or the student body.	

434

435

UNIT: **Consumer Education**

COMPETENCY: **CE-III** **The student will enumerate consumer rights and responsibilities.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.2d Participate in a class discussion on consumer rights. The Right to Safety 1. How does the government protect us? 2. Name protection agencies. 3. Identify laws which protect consumers. The Right to be Informed 1. How can consumers become informed? 2. Where do we go for specific information? 3. Name laws which mandate manufacturers to supply information.	Dunn & Peeler. Living, Learning and Caring, pp. 207-212. Supplement 23 Kelly, Joan. et al., Today's Teen, pp. 104-105.

UNIT: **Consumer Education**

COMPETENCY: **CE-III** **The student will enumerate consumer rights and responsibilities.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		The Right to Choose	
		1. Choosing requires a decision. What are the steps in the decision making process?	Supplement 24
		2. Can we learn to make good decisions or must this come naturally?	
		3. What is the relationship between a good education and your right to choose?	
		The Right to Be Heard	
		1. Why do consumers need to be heard?	Chamberlain, V. et al., Teen Guide, Review, p. 237.
		2. To whom should a grievance be expressed?	Supplement 25
		3. How should a grievance be expressed?	
		4. What methods do individuals use to be heard?	
		1.2e Invite a person from Better Business Bureau to discuss the consumer rights and responsibilities.	

438

439

UNIT: **Consumer Education**

COMPETENCY: **CE-III** **The student will enumerate consumer rights and responsibilities.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.3 Describe ways to exhibit responsible consumer behavior.	1.3a Review the definition for consumer responsibility.	
		1.3b Observe consumers in a variety of local stores on three occasions. 1. Record examples of responsible behavior. 2. Record examples of irresponsible behavior.	
		3. How does shoplifting affect all consumers?	Supplement 26
		1.3c Discuss the statement: "Irresponsible consumer behavior can have a rippling effect."	
		1.3d Brainstorm: 1. What responsibilities does a seller have to a buyer? 2. What responsibilities does a buyer have to a seller? 3. What responsibilities does an advertising agency/firm have to both the buyer and seller?	

UNIT: Consumer Education

COMPETENCY: CE-IV The student will list employment opportunities in the field of consumer services.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Given a list of careers the student will be able to select all the consumer related career opportunities, give a description of each, and explain what type skills are needed for each.	1.1 Define the terms skills, interest, values and goals and explain how they help determine your decision concerning career choice.	1.1a Review and discuss, Values, Goals and Decision Making.	See Personal Development Section, Values, Goals and Decision Making
	1.2 List at least 4 consumer related career opportunities and give a description of each.	1.2a Complete and Discuss Directed Reading Assignment.	Chamberlain, V. et al., Teen Guide, pp. 261-264.
		1.2b Invite a school counselor or someone in a consumer related career to speak to class.	Counselor or Consumer Specialist
		1.2c Make a list of consumer career opportunities, divide the class into groups, assign each a career track to explore. Be sure to include: a. career field b. job titles c. job tasks and responsibilities d. interview a person in that area. e. report findings to class.	
		1.2d Complete written activity on consumer careers.	Teacher made

CONSUMER EDUCATION SUPPLEMENTS

UNIT: Consumer Education

KEEP A TIME LOG

Have you ever kept track of exactly how you spent every half hour or hour of an entire day or week? Sometimes it's surprising to see how much time you've spent on something you had no idea took so long! Try it. Keep a time log. See what surprises you.

WHAT CAN A TIME LOG TELL YOU?

A time log will show you clearly where your fixed or scheduled time is--such as school, part-time job, meeting, etc. It will also show you where your free or unscheduled time is, and how you are using that time. It will help you understand yourself--what your pace is and what your habits are. The purpose of keeping a time log is to see if and where you need to make changes to make better use of your time.

HOW TO KEEP A TIME LOG

1. Your teacher will give you a Time Work Sheet. Fill in your name and the assignment, which is TIME LOG. Choose a typical week to keep your Time Log. Fill in the dates.

2. The chart divides each day into 24 one hour blocks. Write in shorter time segments as necessary. Make entries for longer or shorter periods as necessary.

3. Be a clock watcher! Keep your Time Log handy at all times. Make entries before you forget.

4. To simplify, group related activities under one general category when possible. For example, getting ready for school might include a shower, dressing, brushing your teeth, drying your hair, etc. Rather then entering each routine activity separately, simple write **Personal Care.** Write **Commuting** for time spent getting to and from various places--walking, riding the bus, driving, other. It's not necessary to write in your various classes at school. Just write **School**. Use ditto marks or draw on arrow through the blocks of time you are in school or other activities that extend beyond the hour time block. Abbreviate when possible.

5. Be specific when filling in what you did during free or unscheduled times.

TIME WORK SHEET

NAME ______________________ **ASSIGNMENT** ______________________

WEEK OF ______________________

HOUR	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
6 AM							
7 AM							
8 AM							
9 AM							
10 AM							
11 AM							
12 NOON							
1 PM							
2 PM							
3 PM							
4 PM							
5 PM							
6 PM							
7 PM							
8 PM							
9 PM							
10 PM							
11 PM							
12 Midnight							
1 AM							
2 AM							
3 AM							
4 AM							
5 AM							

Supplement 2

UNIT: Consumer Education

I DID IT BECAUSE . . .

Purpose

This activity will help students to realize that every choice/decision they make is motivated by something.

Directions:

Use your two day activity record to complete column 1. Carefully review everything you did and determine why you did it. Place a check (√) in the column which best indicates your reason.

Activities	I did it because of a			
	Need	Want	Feeling	Goal

UNIT: Consumer Education

Name ____________________

UNSCRAMBLE THE LANGUAGE OF DECISION MAKING

DIRECTIONS: Unscramble the words and fill in the blanks.

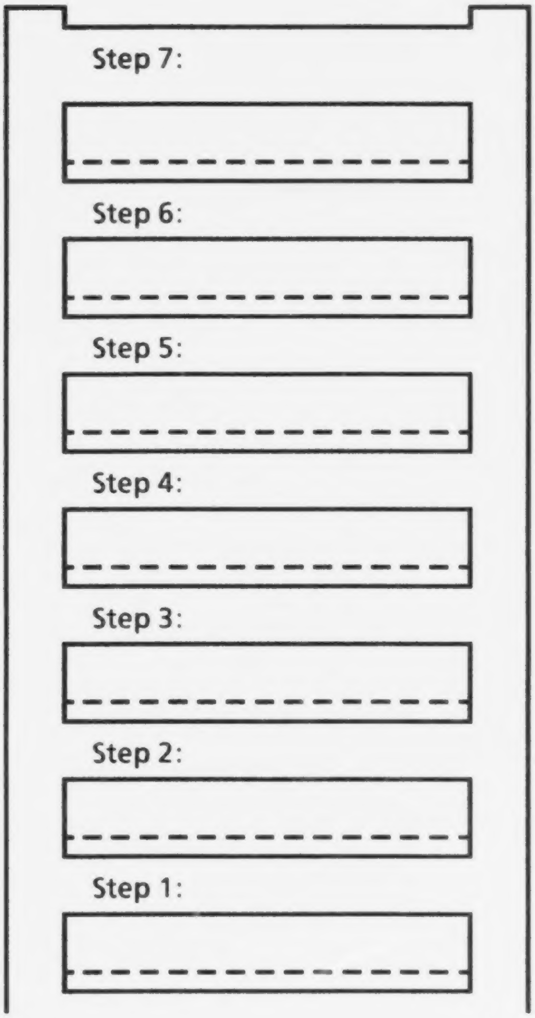
1.	GHCEAN	1.	The ability to make decisions can enable you to cope with _ _ _ _ _ _ _ in yourself and in your environment.
2.	ITOCLFNC	2.	A good reason for making a decision is to resolve _ _ _ _ _ _ _ _ _ _.
3.	HECCIO	3.	A decision is really a _ _ _ _ _ _ _ that involves thinking and planning.
4.	DIVOA	4.	To _ _ _ _ _ _ decision making is to leave control of your life in the hands of others.
5.	THSAY	5.	_ _ _ _ _ _ decision making, sort of like impulse buying, is not well thought out or likely to produce desirable results.
6.	NELTVATIREA	6.	Each _ _ _ _ _ _ _ _ _ _ _ _ _ _ or, possible decision, has to be defined and evaluated.
7.	DEMNTUJG	7.	You use _ _ _ _ _ _ _ _ _ _ when you weigh one factor against another and decide which is more important.
8.	SCIGONNVER	8.	Certain decisions may be made in the interest of _ _ _ _ _ _ _ _ _ _ _ _ resources.
9.	IIITRESPRO	9.	Values, goals and decisions must be ranked in terms of importance, since you can't do everything. In other words, you need to establish _ _ _ _ _ _ _ _ _ _ _ _.
10.	SKIR	10.	Almost no decision is completely without _ _ _ _ _.

UNIT: Consumer Education

CLIMB THE LADDER TO EFFECTIVE DECISION MAKING

Directions:

Arrange the steps of the decision making process in order on the rungs of the ladder, by writing the underlined phrase on the dotted line.



A. Act upon a decision.

B. Analyze alternatives in terms of values.

C. Recognize/encounter a problem.

D. Consider possible alternatives.

E. Choose an alternative.

F. Evaluate the consequences of your decision.

G. Predict consequences of alternatives.

Adopted from:
Scholastic Magazines, Inc.

UNIT: Consumer Education

DECISIONS HAVE BEEN MADE

Purpose:

This story can be used to help the students recognize the steps in the decision making process.

Procedure:

1. Give each student a copy of the story of Rosa Parks. Guide the students through a decision making process analysis.
2. Divide the class in groups of six. Give each group a different story and provide individual guidance to each group as they analyze the story.

To the Teacher:

Magazines, newspapers, and books can provide additional stories for analysis.

Making Value Judgments (C. A. Elder) contains profiles of individuals who have made value judgments/value laden decisions. If you cannot obtain the book, students could research information on famous individuals in the library.

PROFILE: ROSA PARKS

It had been a long and difficult day on the job, and Rosa Parks was tired. She had worked for many hours at her sewing machine in a Montgomery, Alabama department store. Usually, she walked home from work, but this day she decided to take the bus. The date was December 1, 1955.

As Rosa Parks and all other blacks in Montgomery knew, the law stated that the first four seats in public buses were for white passengers only. So she found a seat just behind the white section. Black people were used to such rules. In many places in the South, they could not drink from the same water fountain as whites, and they could not ride with whites in elevators because of laws which provided for separate facilities for blacks and whites.

Soon the bus was filled. Three other blacks now shared the seat with Mrs. Parks. At the next bus stop, no one got off, but a lone white man boarded the coach. He looked around for a seat, and when he did not find one, he spoke to the driver.

"Let me have the front seat," yelled the driver, turning to Mrs. Parks and her companions. After a moment, the other three black people got up and moved to the back of the bus.

Rosa Parks had lived in Montgomery long enough to know what would happen. But, as she later said, "All of a sudden everything was too much . . . . I knew someone had to take the first step, and I made up my mind just not to move."

So while the other passengers listened in amazement, Mrs. Parks told the driver she would not move. Nor did she give in when he threatened to call the police. She said she had paid her fare just as the white man had, and she had a right to her seat.

When the police arrived, they took Rosa Parks with them to police headquarters. At her trial four days later, she was fined ten dollars and court costs for her refusal to obey the bus driver. As a result of her actions, Mrs. Parks lost her job. Her husband also had to give up his work when it became known that he was the husband of Rosa Parks.

Though her decision not to move was made on the spur of the moment, it really had its beginnings many years before. She had learned from her mother that real equality means having personal dignity and worth and respecting the dignity and worth of others. On December 1, 1955 Rosa Parks remembered that lesson. At personal risk, she acted upon the value of equality, which she had freely chosen and prized.

The rest is history. Her action led to a new form of peaceful protest by the black people of Montgomery, Alabama and elsewhere across the country. It was a milestone in the development of the civil rights movement and eventually led to the passage of many laws designed to protect the rights of minority groups in our country.

Source: Elder, C.A. Making Value Judgments: Decisions for Today.
Ohio: Merrill Publishing Co., 1972.

UNIT: Consumer Education

YOU AS A MANAGER

Check the one characteristic in each of the following sections that most nearly describes you as a decision maker.

A. ACTION IN MAKING A DECISION. When you seem to have the important facts about a situation, which one of the following statements seems to describe best your action in making a decision?

______ 1. The answer just seems to come to you.
______ 2. With the facts as they are, there is no need for delaying the decision.
______ 3. You want time to sleep on it.
______ 4. You want to consult a few more people.
______ 5. You seek the final answer from a person whose judgment you respect.
______ 6. You keep changing your mind about the right answer.

B. ENJOY MOST. When a decision needs to be made, which of the following do you enjoy most?

______ 1. Acting upon your hunches.
______ 2. Recognizing the situation in which a decision needs to be made.
______ 3. Trusting your judgment.
______ 4. Discussing it with others to learn what they would do.
______ 5. Thinking about the results of each of the choices.
______ 6. Finding out all the facts.
______ 7. Do not enjoy any part of it.

C. RATING. In general, as a decision maker, do you believe you are:

______ 1. Very good
______ 2. Good
______ 3. Average
______ 4. Fair
______ 5. Poor

D. How fast can you make "little" decisions?

Fast	Fairly Fast		Rather Slow	Slow
1	2	3	4	5

E. How fast can you make "big decisions?

Fast	Fairly Fast		Rather Slow	Slow
1	2	3	4	5

452

F. After a "big" decision has been made, which statement best describes your feelings?

______ 1. Forget all about it.
______ 2. Only think about it when a similar decision is to be made.
______ 3. Usually forget it but sometimes think back and wonder if it was the right decision.
______ 4. Greatly relieved to have the decision made.
______ 5. Always wonder if you have made the right decision.

CLASSIFICATION KEY - Circle the number you checked.

	Q			D				I	
A.	1	2		3	4			5	6
B.	1		2	3	4	5	6		7
C.	1			2	3	4			5
D.	1	2			3		4		5
E	1	2		2	3	4			5
F	1			2	3	4			5

Q - Quick Decision Maker

D - Decisive Decision Maker

I - Indecisive Decision Maker

UNIT: Consumer Education

PROBLEM SITUATIONS

1. A family of four is trying to decide on a summer vacation.
2. A sixteen year old has asked his parents for a car.
3. A sixteen year old girl wants to take a job at a convenience store that remains open 24 hours.
4. You encountered a close friend shoplifting.
5. Every one of your friends is using drugs of some kind or another.
6. You are asked to pass answers between two friends during a final exam.
7. Your friend asks you questions about the final exam; he was absent and must take the exam first period tomorrow.

Using a decision making process, see if you can come up with a solution for the above situations. Use the next two pages.

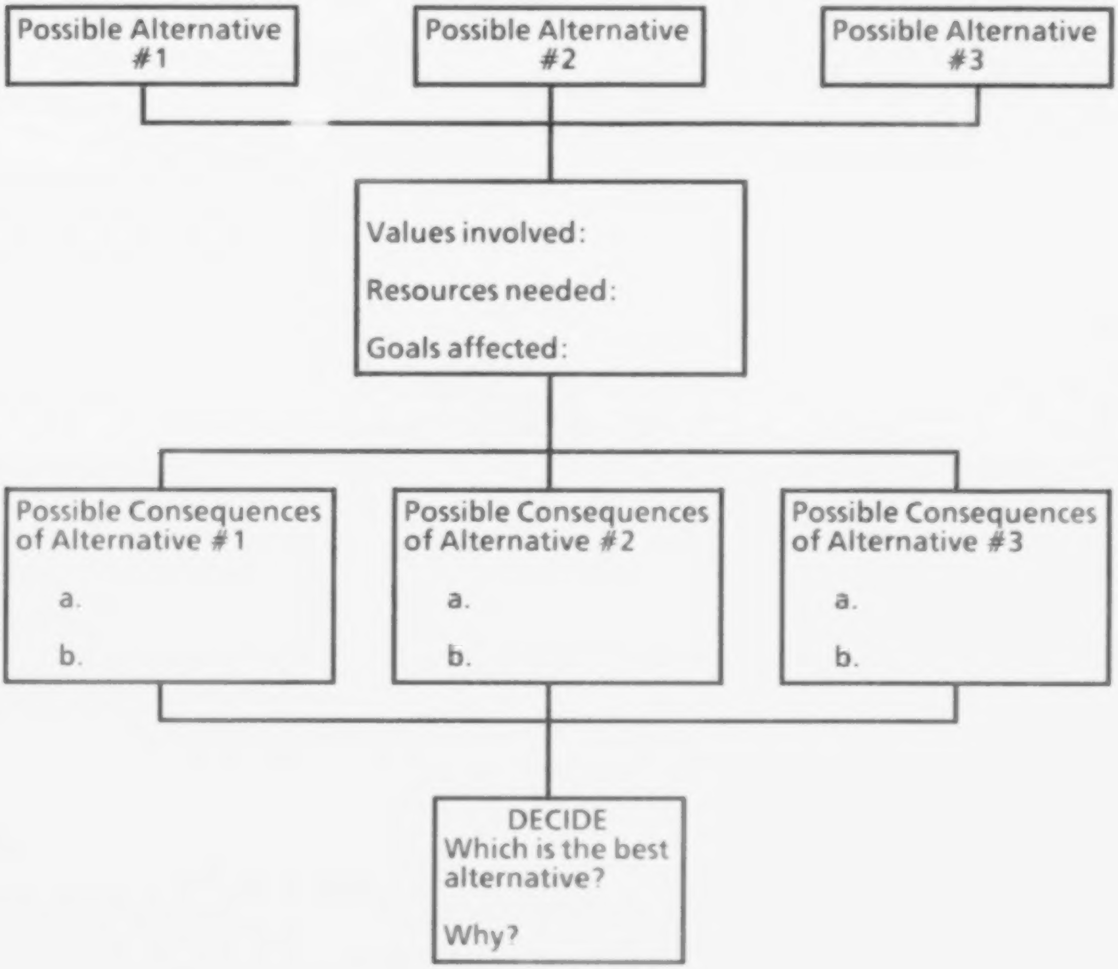
Supplement 7

WHAT SHOULD BE DONE?

Identify the problem in the situation given. Write the information requested in each box.

Problem - Decision to be made: ____

____


Possible Alternative #1
Possible Alternative #2
Possible Alternative #3
Values involved:
Resources needed:
Goals affected:
Possible Consequences of Alternative #1
a.
b.
Possible Consequences of Alternative #2
a.
b.
Possible Consequences of Alternative #3
a.
b.
DECIDE
Which is the best alternative?
Why?

Supplement 7

THERE'S MORE THAN ONE WAY

A Decision I Need to Make/
A Decision I Would Like to Make: ______________________________

____

ALTERNATIVE #1	ALTERNATIVE #2	ALTERNATIVE #3
____________	____________	____________
____________	____________	____________
____________	____________	____________

Values involved: ______________________________________

Resources needed: ______________________________________

Goals affected: ______________________________________

	HYPOTHESIZING ABOUT CONSEQUENCES	HYPOTHESIZING ABOUT CONSEQUENCES	HYPOTHESIZING ABOUT CONSEQUENCES
a)			
b)			
c)			
d)			

Decision: ______________________________________

Justification for Decision: ______________________________

____

____

Plan for Evaluation/Decision:

____

____

Supplement 8

UNIT: Consumer Education

ORGANIZED OR DISORGANIZED - WHICH ARE YOU?

Write YES or NO in the blank at the left.

______ 1. Have you ever forgotten a dental appointment, someone's birthday, or to feed your goldfish?

______ 2. Do you often lose notebooks, keys, or your wallet?

______ 3. Does your bedroom often look like a disaster area?

______ 4. Is it hard to find time for things you really want to do?

______ 5. Would you like to get organized, but feel everything is such a mess you don't know where to begin?

______ 6. Have you ever said, "I just don't have time for breakfast?"

______ 7. Do you feel being organized is boring?

______ 8. Do you always do your chores in the same old way, rather than look for easier, faster ways to do them?

______ 9. Do you sometimes have trouble dressing in the morning because of a missing sock or button, or because you can't decide what to wear?

______ 10. Are you a drawer stuffer and a pack rat?

______ 11. Do you put off homework projects until it becomes a panic situation?

______ 12. Do you put off making decisions?

______ 13. Do you keep a record of serial numbers of your valuable possessions?

______ 14. Do you pile things in the corner or elsewhere because you don't know where to put them?

______ 15. Do you usually achieve the goals you set?

______ 16. Are you often late for class, dates, meetings?

______ 17. Do your friends consider you disorganized or unreliable?

______ 18. Do you muddle through most things rather than plan ahead?

Are you organized or disorganized? Or somewhere in between? If you feel there's room for improvement, there's a lot you can do to GET ORGANIZED AND ENJOY IT!

UNIT: Consumer Education

GETTING IT ALL TOGETHER

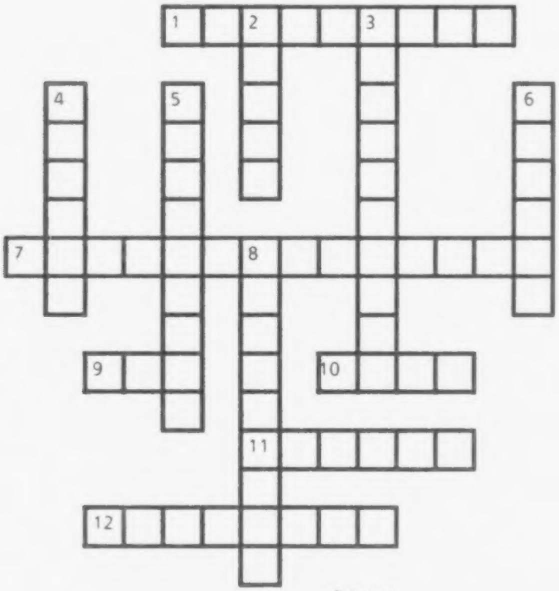
Are you wondering, "Why get organized?" or "What's in it for me?" Work this crossword puzzle to find out.

ACROSS

1. If you are _____ you can accomplish more and have more time for things you really want to do.
7. Being in control of your time, personal space, and personal belongings builds _________.
9. Once you learn the "how to's" of planning, time schedules, work simplification, and other techniques, getting organized can be _____!
10. When you have a ______ of action, incredible things can happen.
11. Being organized feels good! Get organized to reduce _____, tension, and irritability.
12. Learning to be well organized takes time, ______, and patience.

DOWN

2. In order to manage your time and your life well, it is important to have clearly defined ______. Know what your hopes and dreams are, and go for it!
3. Since no two people are exactly alike, personal organization must be done on an ________ basis.
4. Well organized people work smarter, not ________.
5. It is not true that you must be rushed and over worked to be ______.
6. Your disorganization can be a ________ to other people.
8. In our world (which is more complex than the world our forefathers knew), organization is a _________.



Supplement 9

ANSWER KEY

ACROSS

1. organized
7. self confidence
9. fun
10. plan
11. stress
12. practice

DOWN

2. goals
3. individual
4. harder
5. efficient
6. burden
8. necessity

Supplement 10

UNIT: Consumer Education

TIME LOG ANALYSIS

Analyzing your Time Log will help you learn to manage your time better. Use it as a starting point and framework for planning a daily or weekly schedule.

Answer the following questions.

1. How much time did you spend on the following activities? Roughly total the time you spent on each in an average 24-hour period. (Or, if you prefer, total the time spent on each activity for the entire week, then divide by seven.) Total time spent on other activities, also, if you wish.

______ sleep
______ school
______ eating meals
______ personal care
______ chores/responsibilities
______ commuting
______ homework
______ phone conversations
______ extracurricular activities
______ social/recreation
______ part-time job

2. Which totals surprised you? More or less time?

3. When do you have free or unscheduled time? With a highlighter type marker, mark all your fixed or scheduled activities that stay about the same every week. The unmarked blocks and spaces will show you where your free or unscheduled time is.

4. What nonessential activities did you spend time on that did not give you much enjoyment? ______

5. Were there times during your free time when you were bored? Explain.

6. Did you feel you were short of time for any activities? Explain.

7. Did you have adequate sleep? ______ Adequate rest periods? ______

8. Did you spend enough time on homework?

9. Name two specific changes you need to make in the way you use time.

a) ______

b) ______

10. On which day or days did you manage your time the most successfully? ______

How we use our time makes a big difference in our success or failure, whether we are happy or unhappy. There are various methods and planning tools that can be used to help us manage our time. Your teacher will give you work sheets to practice some of these methods for planning and managing time.

UNIT: Consumer Education

PLAN AND USE A WEEKLY TIME SCHEDULE

A time schedule is a written plan for how you will use your time. Planning and establishing a weekly time schedule shows you the "big picture"--an overall look at the week. It takes time, serious thought--and it's not easy, but it's worth it! When you plan ahead wisely and stick to your schedule you can accomplish a lot. You can find time for things you really want to do. Scheduling helps avoid spur of the moment decisions, and panic situations due to "lack of time." You will learn to estimate time more accurately. Don't be discouraged if your first plan isn't perfect. Developing a good, realistic schedule involves trial and error. Unfortunately, many adults have never mastered planning and organizing skills. Start learning to plan and manage your time efficiently NOW!

HOW TO PLAN A WEEKLY TIME SCHEDULE

IMPORTANT PLANNING POINTS

Keep these in mind as you plan.

- Know what your goals are when planning a time schedule. Whatever they are--losing ten pounds, making the track team, redecorating your room, earning money for college--be sure the activities you schedule agree with both your long- and short-term goals.
- Set priorities. Of all the things you could do, what is most important? What must you do?
- Plan realistically according to your abilities and limitations.

1. Your teacher will give you another Time Work Sheet. Fill in your name and the assignment, which is WEEKLY TIME SCHEDULE. Choose a typical week. Fill in the dates. Keep your Time Log Analysis handy for reference. You will need a pencil with a good eraser!

2. Write in all fixed activities for the upcoming week--school, job meeting, dental appointments, and other scheduled events.

3. Schedule your free time or unscheduled time activities. This is the hard part, but it's the fun part too! This is where you will have many choices and decisions to make. You will probably find that most of your free chunks of time are after school, evenings, and weekends. Here are suggestions and reminders.

- **Bedtimes and Get Up Times**: Figure out what time you need to go to bed each night to allow for adequate sleep. Think about what time you need to get up in order to get yourself going on a smooth running schedule for the day.

- **Personal Care**: When is the best or most convenient time for your routine personal care--shower or bathe in the morning or evening? Would it help to plan what you are wearing the night before and get it ready? Make a list of special, nondaily grooming jobs to do this week--haircut, manicure, other. Are there clothes you will need this week that need repair? When will you make these repairs?

461

- **Homework:** It may be best to schedule homework in the afternoon or early evening before you are too tired. Estimate the time you will need. If you discover you have allowed too much or too little time, you can adjust your schedule later. Don't forget upcoming project or report deadline dates. Do you need to do work on them this week to avoid last minute panic?

- **Chores:** On a separate sheet of paper jot down any chores and responsibilities you have. Chores might be making your bed, setting the table, feeding the dog, washing the car, packing your lunch, etc. Note how often each needs to be done--daily, weekly, other. Estimate time needed for each. When would be the best day or time to do each?

- **Recreation, Relaxation, Rest, and Private Time:** All work and no play makes for a dull day and a dull person--and sometimes a less efficient person. Of course, too much play does not make for an efficient person either! We all need time to "recharge our batteries." Schedule recreation that makes your life fun and interesting. Try for a good balance between work, play, and rest. It's important to have some quiet relaxation every day. Plan for some private time to be by yourself to read, listen to music, or just daydream.

- **Would Like To Do Activities:** Now is the time to think about those things you always want to do but never have time for--a hobby or craft, a place you'd like to go, a new sport to try. List three or four such items. Is there a time slot to fit one or more in this week? Could you substitute one of them for an activity that was a waste of time on your Time Log?

4. Hopefully, there is still open time space on your chart to allow for unexpected happenings and flexibility. If there isn't, you may have "overscheduled." Make changes if you did. A good time schedule doesn't mean every minute is scheduled.

5. Review the IMPORTANT PLANNING POINTS. Did you keep them in mind as you planned?

HOW TO USE YOUR TIME SCHEDULE

1. READY, SET, GO! Do you think you can follow your schedule for a week? It will require self discipline. Meet the challenge. Don't be afraid to revise or alter your schedule if it isn't working--that's why you used a pencil. Be flexible enough for worthwhile interruptions and changes. Keep track of how well you do. Make notes on your Time Schedule (or on a separate sheet of paper) to help you evaluate later.

2 Evaluate your Schedule at the end of the week.

Were your time estimates realistic?
____

Which, if any, jobs or activities did you forget to schedule?
____
____
____

Did you accomplish more than usual? ______________________

Briefly describe changes you need to make. ______________________
____
____
____
____
____

3. Try, try again. Plan another week or more until you have established a time schedule that works well for you. Don't get discouraged. Learn from your mistakes. Later, after you have your time schedule under control, you won't need to make a detailed weekly schedule each week. You can use a simplified planning system.

UNIT: Consumer Education

DAILY TO-DO LIST

Another way to make the best use of your time and get things done is to make a daily to-do list. Take five or ten minutes each morning (or the night before) to write down the special things you want or need to accomplish that day. List about five to eight items. Your list may include more items than you can do in one day--this will allow you choices, depending on how the day goes. Next, **SET PRIORITIES**. Go down your list and decide which items are most or least important or urgent to do that day.

Write the Number 1 by the item or items of most importance.
Write the Number 2 by the item or items next in importance.
Write the Number 3 by the item or items of least importance.

Try to do the jobs in the order of their importance. Do the Number 1 items first. Check off each item as you complete it. You may or may not complete all the items on your list in one day. There may be days when you won't even be able to complete all the Number 1 items. The important thing is that you are planning and trying to make the best use of your time. Write uncompleted jobs on another day's to-do list.

The purpose of a to-do list is to help you decide ahead of time what needs to be done, and to determine what things to work on first. Try the **Daily To-Do List** form below. See if it **MAKES YOUR DAY!**

DON'T BE AFRAID TO BE A LIST MAKER AND A LIST USER

DAILY TO-DO LIST

PRIORITY NUMBER	ITEM	COMPLETED

CALENDARS

A monthly calendar with spaces for each day that are large enough to write in is another helpful tool for scheduling activities and organizing time. Yearly calendars are necessary for long range planning--a month from now, six months down the line, or even into the next year.

Try the monthly calendar for your personal planning and organizing. Fill in the month and dates. Post it in your room, your locker, or in your notebook.

A monthly calendar of this type can also be used as a family calendar to help your family communicate. If you'd like to try it in your family also for an extra copy of the monthly calendar. Ask family members to jot down their special activities or schedules so everyone is aware of who is where, when, etc. You might also use it to schedule household chores.

Be on the lookout for free, yearly calendars of this type around the holiday season.

SEPTEMBER

S	M	T	W	T	F	S
	1 Labor Day	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23 1st Day of Autumn	24	25	26	27
28	29	30				

464

MONTH________________
YEAR________________

MONTHLY CALENDAR

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

UNIT: Consumer Education

MAKE THE MOST OF YOUR TIME AND ENERGY

Following are ways to help you improve the way you use your time and energy. Read each section and answer the questions in the spaces provided.

EXAMINE YOUR TIME RELATED HABITS

Bedtime habits, work habits, recreation habits--these and others affect how well we use our time. Habits are great in that you don't have to stop and think or make a decision--you just do the same old thing automatically. This is easy and it can save time. But sometimes habits become outdated; they keep you in a rut. Examine your time related habits. Some may be good; some may be bad. Do you go to the same place every Friday night because it's a habit? Do you eat breakfast at the same time every day because it's a habit? Are there chores you always do in the same old way? Do you have the "always late" habit?

Don't be afraid to break habits, streamline habits, or make new habits. And by all means keep the good habits. Breaking a habit can be difficult. Make a list of specific reasons why you are breaking it. Keep the advantages and rewards of breaking the habit uppermost in your mind. Forming a new habit takes time. You need to start over and over until the new habit is well established.

List three habits you have that affect your use of time. Label each GOOD, BAD, or NEED UPDATING.

1. ______________________________
____
____

2. ______________________________
____
____

3. ______________________________
____
____

WORK SMARTER

Have you heard of work simplification? It has to do with doing a task or job well in the simplest, easiest, and quickest way. Read these tips for working smarter rather than harder.

- Think through a job before you begin. What would be the best approach? For example, in cleaning a room, what shall I do first--vacuum, dust, or clear the clutter? Are there steps that could be combined or eliminated? For example, in preparing dinner, a one dish meal can save cooking, serving and cleanup time.

- Plan ahead. Get the tools together before you start. The right tools make a job easier. Have you read the manufacturer's tool instructions?

- Consider when would be the best time to do the job. Do it then.

- Make every shopping trip count. Prepare a list so you don't forget items. Do other errands on the same trip.

- Work at surface heights (counters, tables, desks) that are comfortable for you. Check yourself for good body posture as you work.

- Save footsteps. Use a tray to set and clear the table. Organize storage so items are handy.

- Learn to work faster. Time yourself. Play "beat the clock." Set deadlines--set a timer. Promise yourself a reward if you make the deadline.

- Overlap activities. Fold clothes or exercise while you watch television. Plan a party while you are waiting in line.

407

List two jobs or tasks in which you could work smarter. Explain how you could work smarter.

1. ________________________________
____
____
____

2. ________________________________
____
____
____

DON'T PROCRASTINATE--PROCEED

Are you a PROCRASTINATOR? A procrastinator is one who puts things off, such as doing a job or making a decision. Procrastination wastes time and energy. DON'T BECOME ADDICTED TO PROCRASTINATION. When you think you might be procrastinating, try these suggestions to help you overcome this problem.

- Try to understand why you are procrastinating. Is it fear of failure? Not doing a first-rate job? Afraid of making the wrong decision? Is it a job or task you don't enjoy? What are you avoiding? Is the job overwhelming--just too big?

- Postponing a decision can be the worst decision! Make a practice of using a decision making process. Learn to make routine, small decisions wisely in as short a time as possible.

- Determine at what time or times during the day you feel the best mentally and physically. Try doing whatever you are procrastinating about at that time.

- If the job or task is overwhelming, divide it into smaller parts. Do a small part of it to get you going. Break it into parts you can handle.

- Think about the benefits of GETTING IT DONE!

Give three examples of situations where you procrastinate. Tell how you might solve the problem in each case.

1. ________________________________
____
____

2. ________________________________
____
____

3. ________________________________
____
____

MAKE USE OF BITS AND PIECES OF TIME

Have you ever said, "Five minutes--I can't get anything done in five minutes. Why bother?" It's wiser to use those five minutes productively. Here are suggestions for how to use small amounts of time. Try them. Can you do it in the time suggested? Add other suggestions to the list in the blank spaces.

FIVE MINUTES

Water a plant
Sew on a button
____
____
____

TEN MINUTES

Polish a pair of shoes
Hand wash a sweater
____
____
____

FIFTEEN MINUTES

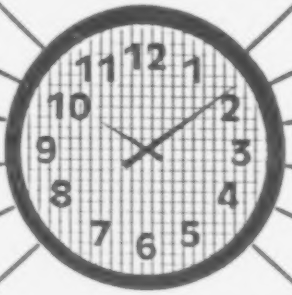
Work on a craft project
Prepare an easy recipe or mix
Clean a bathroom
____
____
____

Supplement 14

UNIT: Consumer Education

TEN TIME TEASERS

These familiar sayings and statements about time are "teasers" because they have one or more words missing. Try to complete each with the right word or words. The number of blanks tells you the number of letters in each word.



1. Time _ _ _ _ _.

2. Time is _ _ _ _ _.

3. Every minute _ _ _ _ _ _.

4. A _ _ _ _ _ _ in time saves _ _ _ _.

5. Time waits for _ _ _ _ _.

6. Time flies when you are having _ _ _.

7. There is actually no such thing as _ _ _ _ of time.

8. There is really no way to "save time," only ways to _ _ _ _ _ _ it wisely.

9. There are 1,440 _ _ _ _ _ _ _ available to you each day.

10. The birth of _ _ _ _ _ _ marks the division of all time.

Do you agree with all of the above? Put a + by the ones you agree with. Put a 0 by the ones you disagree with.

ANSWER KEY

ACROSS

1. flies
2. money
3. counts
4. stitch, nine
5. no one

DOWN

6. fun
7. lack
8. spend
9. minutes
10. Jesus

Supplement 15

UNIT: Consumer Education

PRETEST

NAME ______________________________

DATE ________________ PERIOD ________________

True & False If the answer is true, circle the T . If the answer is false, circle the F. You will have 20 minutes to complete the test.

T F 1. Checking accounts are strictly for people twenty-one and older.

T F 2. You should never borrow a check from another person nor lend a check to another person.

T F 3. A pencil can be used for writing a check.

T F 4. You should avoid writing checks on holidays or Sundays.

T F 5. If you make a mistake when writing a check, erase or scribble out the error and put in the proper information.

T F 6. Post dating a check is legal.

T F 7. A check is valid for three years after it is written.

T F 8. The most important thing in writing a check is to sign the check, in whatever manner you wish.

T F 9. If a check made out to you has your name misspelled, just endorse it with the incorrect spelling.

T F 10. Just signing your name is the best endorsement to use on all checks made payable to you.

T F 11. An endorsement refers to the signature on the back of the check.

T F 12. Most banks will cover your checking account if you overdraw, without charging you additional money.

T F 13. To open a checking account, the bank will need to know your name, address, phone number and social security number.

T F 14. The bank can deduct bank charges from your account without prior notice.

T F 15. Always throw away checks which have been made out incorrectly.

T F 16. The bank balance is always correct.

T F 17. The odd looking numbers on a check face are bank numbers, and therefore are of no concern to you.

T F 18. All banks have the same fees and services available

ANSWER KEY

1. F
2. T
3. T
4. F
5. F
6. T
7. F
8. F
9. F
10. F
11. T
12. F
13. F
14. T
15. F
16. F
17. F
18. F

Supplement 16

UNIT: Consumer Education

CHECK YOUR MONEY MANAGEMENT SKILLS

How do you rate as a money manager? Some people seem to have a natural instinct for making their spending money and income match. Other people have no problem earning money, but fail to spend it wisely. They can't seem to resist buying more and more, even when they can't afford it.

To rate your money management skills, answer the following questions yes or no.

YES NO

☐ ☐ 1. Do you pay more than you have to? Do you often buy from habit without comparing prices, thinking a few cents difference is unimportant on small items?

☐ ☐ 2. Are you an impulse buyer? Do you buy on a whim without first considering whether you actually need the item or whether it will throw the budget out of whack?

☐ ☐ 3. Do you fall for the "something for nothing" trick? People spend millions of dollars every year to get something free. Do you fail to examine the true cost of that "something" for nothing?

☐ ☐ 4. Do you spend to keep up with the Joneses? Is it important for you to have what others have whether or not it fits your own life style?

☐ ☐ 5. Do you spend money to soothe your ego? If you get depressed or angry, do you go out and buy something to make you feel better or to get even with someone?

☐ ☐ 6. Is it difficult for you to resist buying on credit? Do you say to yourself, "I'll worry about paying for it next month," even though you know you can't afford it?

☐ ☐ 7. Are you a snob buyer? Do you believe the most expensive is usually the best and turn up your nose at low priced items because you consider them cheap products?

☐ ☐ 8. Do you have a tendency to buy worthless things? Do you have a lot of gadgets or trinkets that you don't use or need?

☐ ☐ 9. Do you put off making a budget? Do you fail to face the reality of matching income with outgo?

☐ ☐ 10. Do you often waste things you buy? Do you throw out food or other items, fail to use things you bought, or fail to take good care of your possessions to make them last longer?

_____ _____ MY SCORE (Total number of yes and no answers)

To rate yourself as a money manager, give yourself 10 points for each question you marked no. You're an excellent money manager if you have 90-100 points. You're above average if you have 80-89 points; 70-79 points means you need improvement. If you have 69 points or less, you need to analyze your spending habits fast. You are heading for financial trouble.

UNIT: Consumer Education

PENELOPE MAKES A BUDGET

DOES MONEY SEEM TO BURN A HOLE IN YOUR POCKET?

If the answer is "yes," maybe you need to take a look at the places your money goes.

The following are some of the most common ways to "fritter" away your money.

Careless spending in cash for small items that don't last: such as comic books, magazines, soft drinks, records/tapes, candy, etc.

Overuse of credit--for gasoline, clothes, dinners, etc. without thinking of how to pay the monthly bill or of the extra finance charge.

Spending money on products without noting prices, particularly grooming and cosmetic products.

Cashing lots of small checks " for cash" or using a bank card to daily withdraw small amounts of money.

Heavy spending for leisure time items: electronic games, etc.

Overspending for food--usually marked by midnight pizzas or frequent, unplanned trips to the grocery store.

Buying without looking into possible sales, or discount prices.

Buying on impulse.

If your money is being "frittered" away, maybe you should consider a spending plan . . . or budget.

STEPS IN MAKING A BUDGET

•Spending Diary--

Your spending diary should be kept in a small notebook that is easy to carry around in a pocket--that way, you won't put off your recordkeeping and forget the small items. The record should take note of EVERY MONEY TRANSACTION, however small. At the end of the week, transfer the expenses to a larger notebook.

DIVIDE the expenses into categories. It might look like this:

My Weekly Expenses
School Lunches $ ____________
School Books ____________
School Supplies ____________
Recreation ____________
Clothes ____________
Transportation ____________
Entertainment ____________
____

TOTAL $ ____________

Total your expenses for each category, and then find the total for the week. . . . Total the weeks for the grand monthly total.

•income--

This would include:
- take home pay from a part-time job
- gifts
- odd jobs such as baby sitting, lawn mowing
- interest on saving
- allowances, etc.

•monthly expenses--

- Fixed expenses are expenses you have every month such as piano, dance, or art lessons, lunch money, payment on a loan.

- Flexible expenses are those items usually needed--but the amount you spend can vary from month to month. Also they will vary according to your income and fixed expenses.

penelope's budget

The following budget is for Penelope, a high school junior with a part-time job. The student is living at home.

PENELOPE'S MONTHLY BUDGET

INCOME:	
Part-time job	$190.00
Allowance	25.00
Total Monthly Income	$215.00
EXPENSES:	
FIXED EXPENSES	
Car Payment	$ 80.00
Lunch	10.00
FLEXIBLE EXPENSES	
Gas	$ 20.00
Eating Out	20.00
Cosmetics/Grooming/Jewelry	10.00
Recreation/Entertaining	12.00
New Clothes/Shoes	30.00
Personal Allowance ("Mad Money")	10.00
SAVINGS	$ 20.00
Total Expenses	$212.00

UNIT: Consumer Education

LET'S TRY IT!

MONTHLY BUDGET

INCOME

$

$

$

$

TOTAL MONTHLY INCOME

EXPENSES

FIXED EXPENSES

$

$

$

FLEXIBLE EXPENSES

$

$

$

$

$

SAVINGS $

TOTAL EXPENSES $

important:

Consider your first budget attempt an experiment. Try it for a month or two and make any necessary adjustments. When you get a plan that seems to work, stick with it. Then review and revise as your personal situation changes. Keep in mind that adjustments are expected and needed. A budget is a guide to help you better use what you have.

UNIT: Consumer Education

HOW DO YOU FEEL ABOUT BUDGETING?

Directions: Place a check in the column which best describes the way you feel about each of the following statements.

	AGREE	DISAGREE	UNDECIDED
1. Model budgets recommended by others are not always the best for one's own family use.			
2. Budgeting enables a family to enjoy its income to the fullest extent.			
3. The head of the family is the only one who needs to be concerned with how the family income is spent.			
4. A budget should not be changed after it has been planned.			
5. Budgeting helps to develop a better sense of values.			
6. Keeping a budget forces a person to cut down on expenses for recreation.			
7. Savings should be a part of the budget.			
8. The size of the family must be considered when a budget is planned.			
9. Budgeting is planning ahead, not just recording what has been spent.			
10. Newly married couples don't need to plan a budget because two can live as cheaply as one.			
11. Budgeting helps one to live within his/her income.			
12. Budgeting helps the family to spend its money more wisely.			
13. Budgeting takes the pleasure out of using one's income.			
14. Prices are so high today that families cannot expect to save money.			

FOLLOW UP . . . .

Have a class debate on some, all, or a combination of points noted.

Develop a survey based on items here--conduct with friends, family, neighbors, in school newspaper; check again six months from now.

Prepare a report of results and publish in the school paper.

478

UNIT: Consumer Education

How Do You Feel About Credit?

Directions: Before you participate in the following lesson on credit, read each statement carefully and place a check in the column which best describes the way you feel about the following statements regarding "credit."

	AGREE	DISAGREE	UNDECIDED
1. Buying on credit enables the family to establish a credit rating.			
2. Newlyweds should plan to buy their furniture on the installment plan.			
3. If families buy on credit they will, in time, be broke.			
4. Buying on credit will make paupers or spendthrifts of people.			
5. Credit buying is the only way to accumulate large items.			
6. With good management, a person can buy on credit safely.			
7. It costs more to buy on the installment plan.			
8. One should buy on credit whenever possible; one might as well pay for the article while it is being used.			
9. Things one can't afford can be bought on credit.			
10. Buying on credit makes it possible for many to achieve a higher standard of living.			
11. It is thrifty to buy too much when buying on credit.			
12. It is impossible to buy too much when buying on credit.			
13. Buying on credit is the only way families with low incomes can buy.			
14. Buying on credit encourages people to spend within their incomes.			

Now that you have an idea of your feelings about credit, explore the lesson "Penelope Decides To Buy Now . . . Pay Later".

UNIT: Consumer Education

credit search

Circle the correct words in the puzzle below and transfer to blanks in the sentences.

1. When you fill out an application for a charge account, you are applying for __________________ .
2. Ready money is ____________ .
3. ______________ is the charge for borrowing money.
4. A ____________ is a second person who signs a credit agreement agreeing to pay the amount owed if you do not pay as promised.
5. Something that is paid is called a ______________ .
6. Buying an item on credit is to __________________ it.

R	E	R	B	Y	I	W	N	P	T	C	O	S	I	G	N	E	R
S	I	E	D	H	O	Q	C	A	S	H	J	R	P	N	W	E	F
P	A	N	E	H	M	T	H	N	R	C	N	Y	U	W	R	T	I
A	S	D	T	R	A	H	A	D	E	M	W	I	B	F	A	L	B
Y	E	A	R	E	T	R	R	E	D	I	V	X	O	R	I	M	O
M	E	N	D	E	R	E	G	S	R	I	M	B	K	P	Q	W	S
E	D	O	A	G	R	E	E	A	U	M	N	O	W	R	T	X	E
N	A	L	R	I	P	N	S	R	U	E	B	U	Y	T	H	S	Y
T	L	P	C	R	E	D	I	T	O	P	L	D	I	W	Q	N	A

UNIT: Consumer Education

CONSUMER'S BILL OF RIGHTS

--FOUR SKITS

Purpose:

This activity is a means of introducing the students to consumer rights as outlined in President John F. Kennedy's "Consumer's Bill of Rights."

Procedure:

1. Divide the class into four groups.
2. Assign them a "right", Charge them to keep this right a secret.
3. Give them the activity goal and suggest appropriate steps to meet the goal in the time given.
4. Distribute copies of sample skits. Encourage group creativity rather than imitation.

There are basically four rights in President John F. Kennedy's "Consumer's Bill of Rights":

1. The right to safety
2. The right to be informed
3. The right to choose
4. The right to be heard

Each one of the above consumer's rights could be acted out in a skit form using students as the actors. They may make up their own skits to illustrate the specific right or use the examples given below.

Illustrating the Right to Safety

The skit opens with two children playing with medicines and household cleaning agents. The mother, who answered the phone, came back to find what her children had been able to get open and use. There were several which could not be opened due to the safety cap on them. After the skit, ask the class what conclusions they can draw. EXAMPLE: As consumers, we have the right to execute action to see that more of these items which are dangerous to children as well as adults be either made child proof or banned from the market--as applicable.

Illustrating the Right to be Informed

A husband and wife are talking over the supper table about their day. Several incidents are mentioned such as unsolicited credit cards, recalled tuna fish, etc. There are many items that could be used; leave it up to the students' imagination. Recent newspaper articles could be used as basic ideas. This scene is called "A Day in the Life of a Consumer."

Illustrating the Right to Choose

This skit opens with a lady looking into a car dealer's showroom window. She walked inside to take a closer look and was confronted by an eager salesman. Sales devices such as the red, black, or blue book, financing through the dealership, and bait and switch tactics were used to "draw her in." After the skit, ask the class what gives her the right to choose. EXAMPLE: As consumers, we should compare prices of several dealers before making a final decision.

Illustrating the Right to be Heard

The skit takes place in a supermarket with a dissatisfied customer returning spoiled meat. She was complaining to the store manager and not getting very far. Boycotters were picketing in front of the supermarket while the argument between the customer and manager was going on. Issues of the argument were deceptive pricing and poor food quality due to lack of rapid turnover. The argument was resolved in favor of the dissatisfied consumer. Ask the class what are the first things that you do to get satisfaction for your consumer dollar when items do not measure up to what they should be.

Source: Illinois Teacher of Home Economics, May/June, 1974.

Supplement 23

UNIT: Consumer Education

UNCLE SAM PROTECTS THE CONSUMER

Several Federal Government agencies have consumer protection duties. Match the agencies in column 1 with their correct purpose in column 2 to find out how well you know their functions. Check your answers with the answer key.

Column 1

_____ 1. Office of Consumer Affairs
Office of the President
Washington, D.C.

_____ 2. Federal Communications Commission
Washington, D. C. 20554

_____ 3. Federal Trade Commission
U.S. Courthouse & Federal Bldg.
219 S. Dearborn St.
Chicago, Ill. 60604

_____ 4. United States Postal Service
Consumer Advocate
Office of the Postmaster General
Washington, D. C. 20260

_____ 5. Food and Drug Administration
1222 Post Office Building
433 Van Buren
Chicago, Illinois 60607

_____ 6. U.S. Department of Agriculture
The Mall
Between 12th & 14th St. S. W.
Washington, D.C. 20205

Column 2

a. Protects the public from false, dangerous, and obscene items sent by mail.

b. Protects purity, quality, and labeling of foods, drugs, and cosmetics, and handles all complaints about these items.

c. Controls radio and television broadcasts and telephone and telegraph use between states, controls ads on TV and radio.

d. Grades quality of food, checks meat and poultry for freshness, protects raw foods from disease.

e. Handles consumer questions and complaints, directs all federal activities to protect consumers.

f. Prevents false advertising, packaging and selling, prevents sales of dangerous products between states, checks to see if labels are correct except on foods, drugs, seeds, and alcoholic beverages.

ANSWER KEY
1) e
2) c
3) f
4) a
5) b
6) d

DECISIONS:

WHO NEEDS THEM?
WHAT AFFECTS THEM?
HOW CAN THEY BE MADE?

It Seems to Me	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. You can't really teach someone else to make the right decisions.					
2. Young people aren't interested in learning about decision making.					
3. Decision making basically is a matter of "good common sense."					
4. It's not always necessary to think through every decision.					
5. Sometimes bad decisions are the best teacher.					
6. Decision making ability is a middle class value.					
7. It doesn't take long to review a decision before it's made.					
8. The clue to wise decision making is evaluation.					
9. Young people should be encouraged to make their own decisions, regardless of the outcome.					
10. The more experience a person has in making decisions, the better his/her decisions are likely to be.					

Supplement 25

UNIT: Consumer Education

PENELOPE MAKES A Complaint

CONSUMER COMPLAINS

You have a right to complain when:

- You buy a new product and you have a problem with it.
- You are overcharged because of a billing error.
- You have paid for a repair but the problem hasn't been fixed.

A large number of consumer complaints are never answered because the consumer doesn't handle the complaint properly.

STEPS IN MAKING A COMPLAINT

FIRST THINGS FIRST

*Complain promptly. Don't wait weeks or months. Read the label or instructions to be sure you haven't goofed. Have evidence of your problems.

*Have facts and be accurate.

*Put together all the facts supporting your complaint. Include:

Model number
Sales slip
When and where you bought the product
Warranty
What's wrong with it

NOW YOU ARE READY TO CONTACT THE STORE, SERVICE PERSON, OR WRITE A LETTER

*Tell it to the right people.

*Direct your complaint to the right person at the right time. Routine problems can usually be handled by salespeople or customer service employees. Often by discussing your problem with them, you can settle your complaint on the spot. If an adjustment requires approval of an authority, the department or store manager is the person to see. Complaining to top management is usually the final step when the problem has not been solved at a lower level.

*Be reasonable. When complaining, be calm and realistic.

*Suggest a solution. Suggest what you want done such as repair, replacement, or refund.

*Be persistent. Be tactful but firm about a solution to the complaint.

HOW TO WRITE A COMPLAINT LETTER

Everyone needs to feel good about something they can do. Penelope's "feel good about myself" is that she plays the guitar. She worked at a part time job and saved her birthday money and part of her allowance so that she could purchase a much desired new guitar. She played the guitar as much as possible in her spare time. As all good guitar strings do, one eventually broke. Penelope purchased a new string and - you guessed it - two days later, it also broke. Penelope knows that when a product does not perform properly, she has a right as a consumer to complain.

Penelope decided to write a letter of complaint to the music company. All the details are filled in concerning the problem with the guitar string. To write your own complaint letter, all you will have to do is fill in your details. Be sure to make a copy of your letter. You will know when you sent it and what you said.

SAMPLE LETTER

Return Address. If you forget this, the company can't answer your letter.

256 Washington Street
(Street Address)
Mount Vernon, NY 10550
(City, State, Zip Code)

Today's Date

October 30, 1983
(Today's Date)

Mailing Address. You can usually find the company's name and address right on the package.

Company President
Note-Worthy Music Company
(Name of Company)
Big City, California 90001
(City, State, Zip Code)

Salutation.

Dear Sir or Madam:

Paragraph 1: Who-What-Where-When-How-Much. Tell the company which of its products you're writing about and where and when you bought it. Send only copies of receipts or warranties.

I am writing to you about a *guitar string*. Its brand
(Identify the product)
name is *Easy pluck*, and there is no model number
(Brand Name)
It was bought on *Oct. 15, 1983* from *Mew-Sick-Store,*
(Date of Purchase)
1 High St., Mount Vernon, N. Y. The cost was $5.20.
(Store Name and Address)
A copy of the cash register receipt is enclosed. I'm writing because I have a complaint about it.

Paragraph 2: State the problem. Describe exactly what happened. (If you tried to get your money back from the store, describe that, too.)

The string broke only two days after I bought it.
(Explain the complaint)
I brought it back to the store, but the manager wouldn't give me another one.
(Describe what you've done about it)

Paragraph 3: Suggest a solution. Suggest one or more things the company could do to satisfy you.

To settle my complaint, I think you should *either send me a new string or write me a letter explaining*
(Explain your solution)
why your strings break so quickly.

Closing. Let them know you won't forget. Ask them to reply within a reasonable period of time.

I hope you will answer me soon. I will wait 4 weeks before writing to you again.

Sincerely,

Penelope Penpower

Signature. Sign the letter, but print your name underneath. That helps them spell your name right when they answer you.

THE FINAL STEP

If. . . there has been no reasonable solution to your complaint after six weeks, seek help from a third party. Report your problem (including copies of all previous correspondence) to:

SC Department of Consumer Affairs
PO Box 5757
Columbia, SC 29250
1-800-922-1594

INDUSTRY PANELS FOR CONSUMER COMPLAINTS

Panels to resolve consumer complaints about major appliances, furniture, or rugs and carpets have been established by the respective industries.

If your problem has been ignored or not satisfactorily resolved by the store or the manufacturer, report the complaint to the proper consumer action panel.

-- Major Appliance Consumer Action panel (MACAP), 20 North Wacker Drive, Chicago, IL 60606.
-- Furniture Industry Consumer Panel (FICAP), Box 951, High Point, NC 27161.
-- Carpet and Rug Institute, Dalton, GA 30720.

These panels should be approached only after you have attempted to solve the problem with the store or dealer who sold the product and the manufacturer involved.

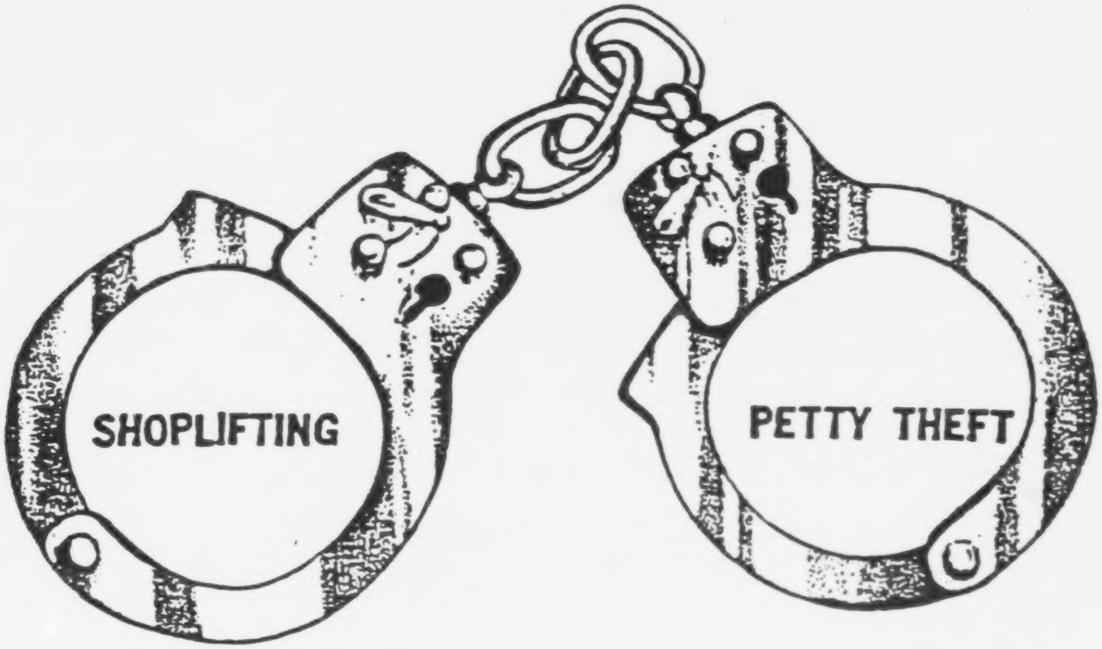
Letters to the Consumer Action Panel should include copies of the bills, receipts, letters, and other documents related to the problem. Keep the originals for your own file.

FEDERAL AGENCIES HELP CONSUMERS, TOO

Although they do not resolve individual complaints, several federal agencies want to know of problem areas and will take action against firms using unfair business practices.

Keep this list handy for use when your valid complaints are ignored or unsatisfactorily resolved by both the local dealer and the manufacturer.

-- Federal Trade Commission (FTC), Washington, DC 20580, has jurisdiction over unfair business practices, false and deceptive advertising, product labeling, and flammable fabrics.
-- Food and Drug Administration (FDA), 5600 Fishers Lane, Rockville, MD 20852, is responsible for matters concerning marketing of food, drugs, cosmetics, and medical devices.
-- U.S. Postal Inspection Service, Washington, DC 20260, deals with fraudulent use of mails.
-- Consumer Product Safety Commission (CPSC), 1750 K Street NW, Washington, DC 20036, can help with questions about the safety of products. The toll free number to call with complaints, questions, or reports of suspected product safety defects is 1-800-638-2666.
-- The Better Business Bureau can be reached at the following numbers:
Midlands (Columbia area): 254-2525
Greenville area: 242-5052; 242-5053
Auto Help: 235-1925



Shoplifting in the market place is not only bad behavior but also illegal. Shoplifting in legal terms is called "petty theft," but there is nothing petty about the losses to the market place or the added cost to the consumers.

The cost of the items that are shoplifted plus the cost of security devices and people add to the price the honest customer pays for his/her merchandise.

Results from shoplifting surveys indicate that shoplifters are not hungry, desperate people stealing food to feed their families. The typical theft involves products of little value.

Teenagers make up one of the largest groups of shoplifters.

UNIT: Consumer Education

WHAT ONE GROUP DID

STUDENTS SAY SHOPPERS IGNORED THEIR SHOPLIFTING

The Associated Press

ASHEVILLE--Three high school students say they put hundreds of dollars worth of merchandise in their pockets and shopping bags without interference from nearby shoppers during an experiment last week.

"Not one soul tried to stop us. They just looked disgusted and turned away," said Ruby Jesser, 17, who participated in the experiment with the approval of school and law enforcement officials.

"People just wouldn't look at us. We'd grab something in front of them and they'd just turn away," said Robbi Whittermore, 17.

According to the students, only one onlooker intervened during the hour long spree. Whittermore said when he picked up one item, "This woman grabbed my hand and said, 'You put that back.'"

Sixteen Enka High School students were testing the reactions of customers when they raided the Rose's department store Friday.

"We wanted to see if people would get involved," said teacher Eddie Know, who is not related to the gubernatorial candidate.

In addition, Ms. Jesser, Whittermore and Keith Hunt were "busted" by Buncombe County sheriff's deputies to give students an idea of what it is like to be arrested.

Each of the three was searched, handcuffed, and shuttled into waiting police cars.

"All of a sudden this (seemed) for real," Ms. Jesser said.

As real prisoners in a holding tank watched, the youths were searched. The goods they'd taken were recovered. Deputies then pretended to book the three on felonious larceny charges.

The students were jailed and then released several hours later. Bradley said they were a bit shaken by the experience.

Copied from Greenville News

MAYBE YOU WOULD LIKE TO CARRY OUT A SIMILAR ACTIVITY

WHAT DO YOU THINK?

Check the area that expresses your feelings about shoplifting.

	Agree	Disagree	No Opinion
1. Kids shoplift and get caught on purpose because they want attention from their families or friends.			
2. Kids shoplift because they think it is "cool" and not "sissy."			
3. Kids shoplift for excitement.			
4. Kids shoplift to show off or because they want to be in some sort of club.			
5. If one of my friends shoplifted, I would tell him/her to take it back.			
6. I think the only person a shoplifter is hurting is him/herself.			
7. I would not hang around with kids who shoplift because innocent kids can be suspects.			
8. I would be afraid to tell on a shoplifter for fear he/she would pick on me.			
9. When I walk into a store and the salespeople look at me as if I will steal something, I dislike shoplifters even more.			
10. I would like to see a law where people who shoplift would have to work off their crime by working for the store owner.			

WHAT CAN YOU DO?

Interview a security guard from a place of business or a law enforcement officer to discuss shoplifting and its penalties. Write down the officer's comment(s) that made the greatest impression.

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CONSUMER EDUCATION TRANSPARENCY MASTERS

UNIT: Consumer Education

Advantages of a Checking Account

1. Eliminates need to carry large amounts of cash.
2. Provides a convenient method of paying bills; saves time; safe way to transmit money.
3. Provides a monthly account of the flow of family or individual income, if accurately handled.
4. Provides a record keeping system; canceled checks serve as proof that a bill has been paid and are valuable records for income tax deductions.

Disadvantages of a Checking Account

1. In order to cash checks, additional identification is usually required:

    driver's license
    credit cards
    military service card
    social security card
    student activity card

2. A few people and businesses will not accept checks as payment.
3. Usually an additional cost is involved due to service fees.
4. The account may be overdrawn.

Transparency Master 2

Advantages

Safe

Convenient

Income Flow

Record Keeping System

Transparency Master 3

UNIT: Consumer Education

Disadvantages

Identification

Refusal

Additional Cost

Overdraw

CLOTHING AND TEXTILES

1. COMPETENCY: Select clothing and textiles which meet individual and family needs.

2. COMPETENCY: Interpret consumer rights and responsibilities for purchasing and using textile goods and services.

3. COMPETENCY: Select techniques in caring for clothing and textiles.

4. COMPETENCY: Demonstrate skill in the application of clothing construction techniques.

5. COMPETENCY: List employment opportunities in the clothing- related industries.

CONCEPTUAL STRUCTURE

UNIT: Clothing and Textiles

COMPETENCY: CT-I. The student will select clothing and textiles which meet individual and family needs.

A. Factors affecting clothing selection
   1. Elements of design
      a. color
      b. line
      c. texture
   2. Activities
   3. Physical characteristics

B. Buying clothes
   1. Fashion fads, styles
   2. Human needs
      a. physical
      b. psychological
      c. social
   3. Wardrobe planning
      a. inventory
      b. buying plan

COMPETENCY: CT-II. The student will interpret consumer rights and responsibilities for purchasing and using textile goods and services.

C. Consumer Bill of Rights
   1. Consumer rights
      a. to safety
      b. to choose
      c. to be informed
      d. to be heard
   2. Consumer responsibilities
      a. use products safely
      b. use information
      c. choose carefully
      d. speak up
      e. seek redress

D. Laws protecting consumers

E. Making quality judgments

COMPETENCY: CT-III. The student will select techniques in caring for clothing and textiles.

- F. Clothing care
  - 1. Daily
  - 2. Weekly
  - 3. Laundering techniques
    - a. machine washing
    - b. hand washing
  - 4. stain removal
  - 5. interpreting care labels

COMPETENCY: CT-IV. The student will demonstrate skill in the application of clothing construction techniques.

- G. Garment construction
  - 1. Figure type/size
  - 2. Pattern selection
    - a. fabric selection
    - b. notions
  - 3. Tools and equipment
    - a. selection
    - b. use
    - c. care
  - 4. Preparation techniques
    - a. pattern
    - B. fabric
  - 5. Interpreting the guide sheet
    - a. pattern symbols
    - b. determining layout
    - c. unit method of construction
  - 6. Construction techniques
    - a. layout
    - b. cutout
    - c. marking
    - d. sewing
    - e. pressing

COMPETENCY: CT-V. The student will list employment opportunities in the clothing-related industries.

- H. Clothing industry
  - 1. Job opportunities
  - 2. Job titles
    - a. skill and knowledge requirements
    - b. job chores and responsibilities
  - 3. Personality characteristics needed

UNIT: Clothing and Textiles

COMPETENCY: CT-I The student will select clothing and textiles which meet individual and family needs.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Upon completion of a lesson on elements of design, the student will correctly identify the studied elements in garments and describe their effect on appearance when used in clothing.	1.1 Use color terminology correctly.	1.1a Take a pre-test on color terminology	Supplement 1
		1.1b Name all colors seen in the classroom. List all other color names.	
		1.1c Complete a Directed Reading Assignment.	Chamberlain, V. et. al., Teen Guide, 6th ed., pp. 279-283.
		1.1d Check pre-test responses during class review.	
	1.2 Name the color groups and identify colors in each group.	1.2a Attend teacher directed lesson on color and the color wheel.	
		1.2b Make a color chart on the color wheel.	Supplement 2
	1.3 Describe the effect of color on personal appearance.	1.3a Explore the different types of skin coloring. Decide on the basic coloring of hair, skin, and eyes of each class member. Recognize that basic coloring may be enhanced or de-emphasized by choice of color in clothing.	Sturm & Greiser, Guide to Modern Clothing, ch. 2.
		1.3b Experiment with colors to determine the effect on individuals. Try on colors in a variety of hues, shades, and tints and analyze the color effects.	Personal Development, Supplement 21 NASCO, Color Collars Teaching Kit.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.3c Respond to "My Color Profile"	Supplement 4
		1.3d Trace figures of same size out of construction paper using colors such as red, medium blue, and black. View from a distance and determine which effect is larger. Discuss effect of various hues and intensities on figure shape.	
	1.4 Describe the effect of color on personal feelings and moods	1.4a Discuss how colors create the mood of fall, spring, summer, and winter.	
		1.4b List six primary and secondary colors, plus black and white. As a class, decide what association each might have (example-white symbolizes purity) How do these colors make you feel?	
		1.4c Study the effect of color on other moods, such as bright colors to bolster one's courage, lift spirits, or attract attention. Summarize these effects.	
		1.4d View a display of fabrics of various colors. Discuss how each color affects moods.	Teacher prepared
		1.4e Write a paragraph explaining what color you might select for each of your various moods.	

UNIT: Clothing and Textiles

COMPETENCY: CT-I The student will select clothing and textiles which meet individual and family needs.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.4f Collect pictures of dresses, shirts skirts, blouses, sweaters, and slacks. Group these to illustrate how you would combine colors and clothes for attractive outfits, for various figure types, and for different moods.	
	1.5 Identify lines used in design and describe the illusion created by lines in design.	1.5a Define the four main types of lines. 1.5b Complete and Discuss Directed Reading Assignment.	Chamberlain, V. et al., Teen Guide, 6th ed., p. 284. Dunn & Peeler, Living, Learning, and Caring, p. 362. Transparencies, "Line and Shape, Parts I and II," 3-M Company.
	1.6 Select lines to complement physical appearance.	1.6a Observe your figure in a full length mirror. Using 1" wide white flannel strips, drape on body to form vertical, horizontal, diagonal, and curved lines commonly found on line charts. Determine which types of lines are more becoming to you. 1.6b Find pictures of garments illustrating the kind of lines, including variations of the straight and curved lines. Look at these pictures and at garments worn by class members, pointing out the parts of the costume forming lines.	

UNIT: **Clothing and Textiles**

COMPETENCY: **CT-I The student will select clothing and textiles which meet individual and family needs.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.6c Using the same illustrations, determine if the lines are structural or decorative.	
		1.6d Identify personal feelings about lines. Share these feelings with others.	Supplement 5
		1.6e Attend a teacher directed discussion pointing out the effects of lines on various figure types. Explain how persons can make themselves look different (shorter, thinner, heavier, etc.) by using line.	
	1.7 Define texture and distinguish between various textures.	1.7a Complete and Discuss Directed Reading Assignment.	Chamberlain, V. et al., Teen Guide, 6th ed., pp. 283-284. Dunn & Peeler, Living, Learning, and Caring, pp. 363-364.
		1.7b Participate in a class discussion of "the effect of texture on appearance."	
		1.7c Compile a list of classroom objects and describe surface characteristics.	Supplement 6

UNIT: **Clothing and Textiles**

COMPETENCY: **CT-I The student will select clothing and textiles which meet individual and family needs.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.8 Describe the effect of texture on personal appearance.	1.8a Describe textures in wardrobe items and identify texture preference.	Supplement 7
2. Given a teacher prepared activity, the student will select suitable garments to be worn for various activities.	2.1 Describe the meaning of appropriate dress.	2.1a. Complete and Discuss Directed Reading Assignment. 2.1b Discuss factors which influence clothing "appropriateness."	Chamberlain, V. et al., Teen Guide, 6th ed., p. 268-272.
	2.2 Select "appropriate" apparel.	2.2a Participate in a buzz group to decide the types of activities in which boys and girls your age would participate. Match clothing selection to the occasion. 2.2b Using pictures from magazines, prepare a chart of a. activities b. types of garments needed c. accessories. Put chart on the bulletin board.	Supplement 8

508

509

UNIT: **Clothing and Textiles**

COMPETENCY: **CT-I The student will select clothing and textiles which meet individual and family needs.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
3. After analyzing their own personal physique, the student will identify any individual undesirable physical characteristic and describe a technique to overcome and/or camouflage the undesirable characteristics.	3.1 Describe and express feelings about individual personal physique.	3.1a Complete questionnaire "My Personal Physique."	Supplement 9
		3.1b List characteristics you would like to see: a. emphasized b. hidden or camouflaged.	
		3.1c Recall lessons on elements of design, deciding how the elements may be used to "emphasize" good features and "camouflage" or hide less desirable characteristics.	
		3.1d Find pictures of clothing that would be suitable to your physique. Put in your notebook and explain why they would help you.	
4. After completing the required activities, the student will accurately identify fashions, fads, and styles.	4.1 Distinguish between terms commonly used in the fashion industry.	4.1a Complete and Discuss Directed Reading Assignment.	Chamberlain, V. et al., Teen Guide, 6th ed., pp. 273-278.
		4.1b Define the basic Fashion terminology.	
		4.1c Participate in a class discussion of fads of the past 2 years. Brainstorm fads. Then answer the following questions: • How long did each fad last? • How flattering was each fad to most people?	

UNIT: **Clothing and Textiles**

COMPETENCY: **CT-I The student will select clothing and textiles which meet individual and family needs.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		4.1c (Continued) • Did it cost much money to go along with the fad? • Why did the fad go out of style? • What is the current fashion/fad?	
		4.1d Make a collage to illustrate a wardrobe planning concept (fad, fashion, accessory, style).	Supplement 10
		4.1e Select one garment you especially enjoy wearing. Decide why it makes you feel good (color, style, line, fabric, texture, combination of some or all?) List reasons you enjoy wearing this garment.	
5. Given class time, the student will prepare a booklet/poster, to identify clothing choices they would make to feel physically secure, emotionally/mentally satisfied, and socially accepted.	5.1 Define basic needs.	5.1a Complete and Discuss Reading Assignment.	Chamberlain, V. et al., Teen Guide, 6th ed., pp. 20-21, 269-272.
		5.1b Define: • need • physical need • psychological need • social need	
		5.1c Participate in a class discussion "Satisfying personal needs through dress."	

UNIT: **Clothing and Textiles**

COMPETENCY: **CT-I The student will select clothing and textiles which meet individual and family needs.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	5.2 List the basic wardrobe needs.	5.2a Brainstorm: ● Events/Occasions which are essential to adolescent development. ● Wardrobe needs that would satisfy basic clothing needs for these occasions. ● Clothing/Wardrobe needs to satisfy higher human needs. 5.2b Identify higher needs of adolescents by brainstorming "How teenagers dress to please other teenagers and thus achieve acceptance." 5.2c Discuss the different satisfactions derived from being well dressed: ● self-confidence ● poise ● self-respect 5.2d Collect pictures of clothing which enable you to feel: accepted, secure, independent, personal satisfaction. Arrange these into a booklet or poster.	

UNIT: **Clothing and Textiles**

COMPETENCY: **CT-I The student will select clothing and textiles which meet individual and family needs.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
6. Given a wardrobe inventory chart, the student will evaluate currently available clothing to determine future needs.	6.1 List current available wardrobe.	6.1a Complete and Discuss Directed Reading Assignment. 6.1B Inventory current wardrobe. Evaluate condition of each item. 6.1c List areas where wardrobe is lacking. Make a plan to purchase items, deciding on: ● priority items ● "can wait until later" items ● "don't really have to have" items	Chamberlain, V. et al., Teen Guide, 6th ed., pp. 286-291. Today's Teen, Student Guide, pp. 51-54.

UNIT: **Clothing and Textiles**

COMPETENCY: **CT-II** **The student will interpret consumer rights and responsibilities for purchasing and using textile goods and services.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Given a list of consumer related statements, the student will distinguish between those which represent a right and those which represent a responsibility.	1.1 State the difference between a right and a responsibility.	1.1a Write the definitions of rights and responsibilities as related to consumer awareness.	Dictionaries
		1.1b Compare the definitions with classmates.	
		1.1c Participate in discussion: "Why are these terms so often used together."	
		1.1d Research Consumer Bill of Rights. Take notes on the meaning of these rights and responsibilities.	Dunn & Peeler Living, Learning, and Caring, pp. 207-211. Encyclopedia Consumer Education Books
		1.1e Participate in class discussion and activities on consumer rights. The Right to Safety • How does the government protect us? • Name protection agencies. • Identify laws which protect consumers.	Supplement 11

UNIT: Clothing and Textiles

COMPETENCY: CT-II The student will interpret consumer rights and responsibilities for purchasing and using textile goods and services.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		The Right to Be Informed • How can consumers be informed? • Where do we go for specific information? • Name laws which require manufacturers to supply information? The Right to Choose • Choosing requires a decision. What are the steps in the decision making process? • Can we learn to make good decisions or must this come naturally? • What is the relationship between a good education and your right to choose? The Right to be Heard • Why do consumers need to be heard? • To whom should a grievance be expressed? • How should a grievance be expressed? • What methods do individuals use to be heard?	Supplement 12

UNIT: **Clothing and Textiles**

COMPETENCY: **CT-II** **The student will interpret consumer rights and responsibilities for purchasing and using textile goods and services.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.1f Present a skit depicting each of the consumer rights. 1.1g Participate in a buzz group discussion in which each of four groups is assigned a "Right." What does this right mean to you? List some ways you use this right. Illustrate each and justify its value to consumers. Repeat this activity for the corresponding responsibility. Report to class. 1.1h Answer the following questions and compare answers with the class. • Can clothing be dangerous to an individual's health and safety? • Before deciding to buy something new to wear, what factors should a teenager consider? • Consumers should be responsible persons but often they are not. How is this evident in clothing/department stores?	Supplement 13

UNIT: **Clothing and Textiles**

COMPETENCY: **CT-II** **The student will interpret consumer rights and responsibilities for purchasing and using textile goods and services.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
2. Given a teacher prepared list of activities, the student will identify the buying techniques of an informed, responsible consumer.	2.1 Name sources of information about clothing and textiles.	2.1a Complete and Discuss Directed Reading Assignments.	Chamberlain, V. et al., Teen Guide, 6th ed., pp. 236-238, 295, 354. Dunn & Peeler, Living, Learning and Caring, pp. 382-383.
		2.1b Collect examples of garment tags to examine: • the difference between hang tags, price tags, and care labels • information included on each • legal requirements	
		2.1c Complete "Mini-Book" on hang tags and care labels.	Supplement 14
	2.2 Distinguish between "essential" and "good to know" information.	2.2a Make a list of: • consumer information required by law • consumer information which is "good to have" before buying	
3. Given a specific item to buy, the students will research and present to the class correct consumer strategies when purchasing an item of clothing.	3.1 Identify factors which influence the quality of ready made garments.	3.1a Complete and Discuss Directed Reading Assignment.	Chamberlain, V. et al., Teen Guide, 6th ed., pp. 292-298.
		3.1b Define what is meant by acceptable standards of workmanship. Explain how the following are used when selecting and buying a ready made garment:	

524

525

COMPETENCY: **CT-II** **The student will interpret consumer rights and responsibilities for purchasing and using textile goods and services.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		3.1b (continued) ● grain ● seams ● collars ● pockets ● fastenings ● linings ● hems	
		3.1c Define fabric characteristics which will influence clothing choices.	
	3.2 Judge the quality of a ready made garment.	3.2a List the steps in judging the quality of a ready made garment (including fit).	Dunn & Peeler, Living, Learning, and Caring, pp. 384-385.
		3.2b Using one of your favorite garments and one of your least favorite garments, analyze each according to quality characteristics. Share with class.	
		3.2c Complete an independent reading assignment given by teacher: ● How to Buy a T-Shirt (leaflet) ● How to Buy Jeans (leaflet)	Cotton Incorporated Clemson University Extension Service (contact local office)
		3.2d Complete "Buying Clothing."	Supplement 15

UNIT: **Clothing and Textiles**

COMPETENCY: **CT-III** **The student will select techniques in caring for clothing and textiles.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Given the necessary instruction, the student will be able to appropriately care for garments.	1.1 Distinguish between daily and weekly clothing care.	1.1a Complete and Discuss Directed Reading Assignments.	Chamberlain, V. et al., Teen Guide, 6th ed., p. 349-355. Dunn & Peeler, Living, Learning, and Caring, pp. 393-397.
		1.1b Make a list of: • daily care tasks • weekly care tasks	
		1.1c Explain how care while dressing affects the life of clothing.	Sturm & Grieser. Guide to Modern Clothing, ch. 6.
		1.1d Demonstrate each of the following: • putting on and taking off garments • sitting down without wrinkling clothing • brushing and hanging up various garments	
		1.1e List on the chalkboard ways in which you can improve the day-by-day care of garments while wearing them, such as: • to avoid strain on armhole seams, put one arm in a sleeve at a time instead of trying to put both arms in at once • to prevent wrinkling and keeping buttons from pulling off, unbutton a coat or jacket before sitting down.	Todd & Roberts, Clothes for Teens, ch. 2.

UNIT: **Clothing and Textiles**

COMPETENCY: **CT-III** **The student will select techniques in caring for clothing and textiles.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.1f Participate in a buzz group on "How to Put Clothes Away," using such ideas as: a. hanging up clothes b. brushing clothes c. airing clothes d. checking clothes for needed repairs, etc. Summarize the main ideas.	Vanderhoff, Clothes Part of Your World, ch. 6.
		1.1g Discuss the advantages of wearing clothes on a rotation basis.	Ament & Reiff, Steps in Home Living, ch. 7.
		1.1h Chart a "Clothing Care Plan" for your school clothing. Decide what jobs must be done and when you will do them. Take the plan home and try to carry it out.	Dunn & Peeler, Living, Learning and Caring, pp. 392-393 and 462-463. Chamberlain, V. et al., Teen Guide, 6th ed., pp. 350-352, 365, 188.
	1.2 List the steps in laundering (machine and hand techniques).	1.2a Attend a teacher demonstration: • the basic steps of laundering • sorting laundry	Clayton, Young Living, pp. 276-279. Ament & Reiff, Steps in Home Living, pp. 123-125. Proctor & Gamble, Lots About Laundering. Dunn & Peeler, Living, Learning and Caring, Teacher's Guide, Worksheet #43.

UNIT: **Clothing and Textiles**

COMPETENCY: **CT-III** **The student will select techniques in caring for clothing and textiles.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.2b Prepare a personal laundry chart by including: • Items to be washed • Products you would use/why? • Washer settings • Drying methods • Pretreatment	
		1.2c Attend a teacher demonstration: • Pretreating • Choosing the Right Product for the Job • Soaps and Detergents • Bleaches • Fabric Softeners • Reading Package Directions and Following Them • Using Correct Water Temperature • Know Your Washer and How to Use It • Rinsing • Drying • Laundering by Hand	Proctor & Gamble, Learning About Laundering. Chamberlain, V. et al., Teen Guide, 6th ed., Review p. 350. Bring in Laundry Product Containers and study directions. Examine use and care booklets of different types of washers and dryers.

UNIT: **Clothing and Textiles**

COMPETENCY: **CT-III** **The student will select techniques in caring for clothing and textiles.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.3 Use care labels to determine laundry procedures.	1.3a Complete and discuss directed reading assignment and consumer care guide for apparel.	Dunn & Peeler, Living, Learning, and Caring, pp. 383, 383. Dunn & Peeler, Living, Learning and Caring, Teachers Guide, Worksheet 44.
		1.3b Complete "Let's Make a Care Label" for a white durable press blouse, a pair of Navy blue shorts, and a 100% cotton warm-up suit. Evaluate these labels for thoroughness, accuracy, ease of reading, clarity, and practicality.	Supplement 16
		1.3c State the correct laundering procedure for a specific item.	Sample Care Labels (if possible, find accessible labels on garments being worn by class members, i.e., necklines, waistbands).
2. Using classroom resources, the student will construct a stain removal chart for personal use, which will include a minimum of 10 common stains.	2.1 List common stains.	2.1a Brainstorm to identify common stains.	Chamberlain, V. et al., Teen Guide, pp. 350-352 (Review). Proctor & Gamble, Lots About Laundering, pp. 19-21.

534

535

UNIT: **Clothing and Textiles**

COMPETENCY: **CT-III** **The student will select techniques in caring for clothing and textiles.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		2.1b Arrange a stain removal chart in your notebook. Using this format: Stain Stain Removal Strategy Enter a minimum of 10 common stains in the left-hand column.	
	2.2 Remove common stains.	2.2a Complete "Learning Centers on "Stain Removal".	Supplement 17
		2.2b Enter suggestions for removing stains into your "Stain Removal Chart" (2.1b).	
		2.2c Optional-- FHA/HERO Members: Arrange a stain removal demonstration in the school cafeteria during lunch periods or another appropriate time.	

UNIT: **Clothing and Textiles**

COMPETENCY: **CT-IV** **The student will demonstrate skill in the application of clothing construction techniques.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. After completing learning experiences the student will correctly identify and describe or demonstrate the use of basic sewing equipment with 90% accuracy.	1.1 Name the basic sewing tools and describe their functions.	1.1a Complete and Discuss Directed Reading Assignment.	Dunn & Peeler, Living, Learning, and Caring, p. 409. Chamberlain, V. et al., Teen Guide, 6th ed., pp. 324-329.
		1.1b Participate in a teacher directed demonstration on the use and handling of small equipment.	Transparencies: See and Sew (Butterick Publications) Vol. 1, Folders 8 & 9.
		1.1c Review the following basic sewing equipment needed for sewing and discuss the function of each. Include characteristics desirable in each and safety cautions to observe. • tape measure • seam gauge • pins • pin cushion • shears • thread scissors • tracing wheel • tracing paper • needles • thimble • seam ripper	
	1.2 Name, locate, and state the purpose of basic sewing machine parts.	1.2a Complete and Discuss Directed Reading Assignment.	Dunn & Peeler, Living, Learning and Caring, pp. 413-414. Chamberlain, V. et al., Teen Guide, 6th ed., pp. 320-324. Clayton, Young Living, pp. 324-328.

COMPETENCY: **CT-IV The student will demonstrate skill in the application of clothing construction techniques.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.2b Participate in a teacher directed lesson on the use and care of the sewing machine. • locate and name the sewing machine parts • describe the functions of each sewing machine part • wind the bobbin • thread the sewing machine • operate the machine for straight stitching.	Transparencies: See and Sew, Vol. 3, Folder 8. Filmstrip: Learning to Thread the Sewing Machine (Society for Visual Aids). Clayton, Young Living, Student Guide, p. 45. Sewing Machine Operator's Manual. Chamberlain, V. et.al., Teen Guide, Teachers Guide, pp. 120-122. Clayton, Young Living, Teacher Guide, pp. 137-139. Game: Where's the What-Ja-Ma-Call it? (Nasco).
		1.2c Participate in a teacher directed discussion on general care and safety precautions in using the sewing machine. • Position the sewing machine so that the light falls naturally over the left shoulder.	Sewing Machine Operator's Manual.

540

541

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		• Place the chair so the eyes of the person sewing will be directly in front of the needle. Keep chair flat on the floor and feet under the machine. • Be sure the foot control is under the sewing machine before starting to thread the machine. • Keep attention on what is being done to prevent accidents with the machine.	
2. After completing learning experiences, the student will select appropriate type of fabric for individual project.	2.1 Select fabric that is suitable for the type of project being made.	2.1a Complete and Discuss the Directed Reading Assignment.	Chamberlain, V. et al, Teen Guide, 6th ed., pp. 300-306.
		2.1b Attend a teacher directed activity on fibers, yarns, and fabrics.	Transparencies: See and Sew, Vol. 1 and 3.
		2.1c Unravel a piece of yarn and examine the fiber.	
		2.1d Discuss how fibers are made into yarns and yarns into fabrics.	Transparencies: See and Sew, Vol. 1, Folder 5.
		2.1e Distinguish between natural and man-made fibers. Research the natural fibers to determine their sources and characteristics.	Encyclopedias Transparencies: See and Sew, Vol. 4 and 5.

UNIT: **Clothing and Textiles**

COMPETENCY: **CT-IV** **The student will demonstrate skill in the application of clothing construction techniques.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		2.1f As a class, make a list of all manmade fibers.	
		2.1g Define "weaving." Sketch illustrations of: ● plain weave ● basket weave ● twill weave ● satin weave OR If a microscope is available, examine various weaves under a microscope. Describe the differences.	Eubanks, Today's Teen, Student Guide, pp. 157, 160, 161.
		2.1h Make a sample of plain weave using construction paper or a small loom	
		2.1i In your notebook, define the following: ● nap ● sizing ● durable press ● permanent press ● repellent ● resistant ● flame retardant	See and Sew, vol. 1, Folder 4. Dunn & Peeler, Living, Learning, and Caring, pp. 391-392.

UNIT: **Clothing and Textiles**

COMPETENCY: **CT-IV The student will demonstrate skill in the application of clothing construction techniques.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		2.1j Evaluate selected fabric to determine suitability for intended purpose.	V-TECS: Homemaker Clothing and Textile, Performance Objective #46.
3. Following class instruction, the student will select an appropriate pattern of the correct size.	3.1 Determine figure type and pattern size.	3.1a Complete and Discuss the Directed Reading Assignment.	Chamberlain, V. et.al., Teen Guide, 6th ed., pp. 308-310.
		3.1b Attend a teacher demonstration on taking body measurements.	Transparencies: See and Sew, Vol. 2 Folder. Chamberlain, V. et al., Teen Guide, 6th ed., p. 118.
		3.1c Working with a partner, take body measurements. Record on Information Sheet, "Teacher Selected".	V-TECS: Home Maker Clothing and Textiles, Performance Objective 48. Eubanks, Today's Teen, Student Guide, pp. 61-63. Clayton, Young Living, Teachers Guide, p. 132.
		3.1d Attend a teacher demonstration on determining figure type and pattern size.	Transparencies: See and Sew, Vol 2, Folder 2.
		3.1e Determine figure type and size. Fill in Information Sheets. (Teacher Selected).	

546

547

UNIT: **Clothing and Textiles**

COMPETENCY: **CT-IV The student will demonstrate skill in the application of clothing construction techniques.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	3.2 Select pattern.	3.2a Attend a teacher demonstration on types of garment to be constructed. 3.2b Using information from Learning Experiences 3.1e and 3.2a, purchase the correct pattern for a simple project.	
4. Following classroom instruction, the student will use the pattern envelope to select appropriate fabric and correct notions for the project.	4.1 Use the pattern envelope to select fabric.	4.1a Complete and Discuss Directed Reading Assignment.	Chamberlain, V. et al., Teen Guide, 6th ed., pp. 310-312. Dunn & Peeler, Living, Learning, and Caring, pp. 403-404.
		4.1b Attend teacher directed instruction on "Reading the Pattern Envelope."	Transparencies: See and Sew, Vol. 1, Folder 2. Eubanks, Today's Teen, Student Guide, pp. 66-67.
		4.1c Make a list of vital pattern envelope information in your notebook. PATTERN ENVELOPE INFORMATION FRONT BACK	
		4.1d Determine the amount and type of fabric required to construct the garment.	Pattern envelope

UNIT: **Clothing and Textiles**

COMPETENCY: **CT-IV** **The student will demonstrate skill in the application of clothing construction techniques.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	4.2 Use the pattern envelope to select notions.	4.2a Complete and Discuss the Directed Reading Assignment.	Chamberlain, V. et al., Teen Guide, 6th ed., pp. 317-318. Dunn & Peeler, Living, Learning, and Caring, p. 404.
		4.2b Attend a teacher directed lesson on selection of: • zipper • thread • buttons • interfacing	Transparencies: See and Sew, Vol. 1, Folder 7, Transparency 49. V-TECS: Homemaker Clothing and Textiles, Performance Objective 47.
		4.2c Complete "Construction Materials I Need."	Supplement 18
		4.2d Purchase fabric and notions.	
		Possible projects are described in a later section.	

UNIT: Clothing and Textiles

COMPETENCY: CT-IV The student will demonstrate skill in the application of clothing construction techniques.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
5. Under supervised, independent activities, the student will follow sequential steps in construction to produce a wearable garment or a usable item for the home: a. fabric terminology b. straightening fabric c. guide sheet d. lay out and cutting e. pattern markings f. seam construction g. pressing	5.1 Locate the basic areas of a woven fabric: a. raw edge b. selvage c. grain d. lengthwise grain e. crosswise grain f. bias	5.1 Study illustrations to determine location of basic fabric areas. Point these out to teacher upon request and use the knowledge in the next activities.	Transparencies: See and Sew, Vol. 3, Folder 4. Chamberlain, V. et.al., Teen Guide, 6th ed., p. 301.
	5.2 Make fabric thread-perfect and grain-perfect.	5.2a Define "grain-perfect." Explain its importance. Compare a piece of fabric that is grain perfect with one that is not.	Chamberlain, V. et al. Teen Guide, 6th ed., p. 332. Dunn & Peeler, Living, Learning, and Caring, p. 410.
		5.2b Attend a teacher directed demonstration on how to make fabric thread-perfect and grain-perfect.	Transparencies: See and Sew, Vol. 3, Folder 4. Fabric that is not thread- or grain-perfect.
		5.2c Make fabric thread-perfect by using one of the following techniques: • tearing from selvage to selvage • pulling a thread and cutting.	
		5.2d Make fabric grain-perfect by pulling on the bias.	

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	5.3 Use the guide sheet to aid in construction procedures.	5.3 Attend a teacher directed lesson on the importance of and techniques for using the guide sheet: • definition or purpose • sections • how to use	Dunn & Peeler, Living, Learning, and Caring, pp. 405-406. Transparencies: See and Sew, Vol. 3, Folder 1. Guide sheet from pattern envelope
	5.4 Lay the pattern on the fabric according to suggested guide sheet illustrations.	5.4a Explain the purpose of the guide sheet lay out illustrations and reasons for identifying and circling the correct lay out.	
		5.4b Attend a teacher directed demonstration on how to lay the pattern pieces on the fabric.	Transparencies: See and Sew, Vol. 3, Folders 1, 4, 5, and 6. Chamberlain, V. et al., Teen Guide, 6th ed., pp. 331-336. Dunn & Peeler, Living, Learning, and Caring, p. 411. V-TECS: Homemaker, Clothing and Textiles, Performance Objective #18.
		5.4c Select correct pattern pieces for chosen view of project.	Pattern guide sheet and supervised, independent activity.

COMPETENCY: **CT-IV** **The student will demonstrate skill in the application of clothing construction techniques.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		5.4d Pin pattern pieces to fabric according to instructions of teacher and the guide sheet.	
	5.5 Cut out pattern pieces and fabric.	5.5a Attend a teacher directed demonstration on cutting.	Transparencies: See and Sew, Vol. 3, Folder 6. Review Chamberlain, V., et al Teen Guide, 6th ed., pp. 333-336.
		5.5b Cut out fabric.	Supervised, independent activities.
	5.6 Transfer pattern markings and use them appropriately.	5.6a Read and Discuss Directed Reading Assignment.	Dunn & Peeler, Living, Learning, and Caring, p. 407.
		5.6b Identify and explain purpose of basic pattern symbols.	Transparencies: See and Sew, Vol. 3, Folder 3. Supplement 19 Individual Guide Sheets

UNIT: Clothing and Textiles

COMPETENCY: CT-IV The student will demonstrate skill in the application of clothing construction techniques.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		5.6c Attend a teacher directed demonstration on how to transfer pattern markings by using: a. tracing wheel and paper b. tailors chalk c. tailors tacks	
		5.6d Identify the most suitable method of transferring markings and proceed as instructed.	Supervised independent activity
	5.7 Stitch a seam of regulation width, backstitching at the beginning and the end of seam.	5.7a Complete and Discuss Directed Reading Assignment.	Chamberlain, V. et al, Teen Guide, 6th ed., p. 342 (directional stitching). Dunn & Peeler, Living, Learning, and Caring, p. 414.
		5.7b Attend a teacher directed demonstration on how to stitch a plain seam.	Transparencies: See and Sew, vol. 4 Folder 1. V-TECS' Homemaker Clothing and Textiles, Performance Objective #33.
		5.7c Using fabric scraps, make a practice seam as directed by the teacher. Have sample approved by the teacher.	

UNIT: **Clothing and Textiles**

COMPETENCY: **CT-IV The student will demonstrate skill in the application of clothing construction techniques.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	5.8 Press seam in direction specified on guide sheet.	5.8a Attend a teacher directed demonstration on how to press a seam.	Transparencies: See and Sew. Vol. 3, Folder 9 Vol, 4, Folder 1. Chamberlain, V. et al., Teen Guide, 6th ed., pp. 341-343.
	5.9 Complete project according to guide sheet instructions.	5.9a Follow guide sheet to complete project.	Pattern guide sheet and supervised independent activities.
6. Following classroom instruction the student will demonstrate the procedure for several hand stitches and identify the appropriate use of each: a. running (basting) stitch b. hemming stitch c. catch stitch	6.1 Demonstrate how to make a running or basting stitch and tell when it is used.	6.1a Attend a teacher directed demonstration on how to make a running stitch. 6.1b Using a piece of scrap fabric, make a sample of the running stitch according to specifications given by the teacher. Staple to notebook paper, label and list uses. Put in your notebook.	Dunn & Peeler, Living, Learning, and Caring, p. 416.
	6.2 Demonstrate how to make a hemming stitch and a catch stitch and tell when they are used.	6.2a Repeat learning experiences for the hemming stitch and the catch stitch from 6.1b.	Transparencies: See and Sew. Vol. 4, Folder 11.

UNIT: **Clothing and Textiles**

COMPETENCY: **CT-IV** **The student will demonstrate skill in the application of clothing construction techniques.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
7. After completing learning experiences the student will identify three types of buttons and sew on a four-holed button to the satisfaction of the teacher.	7.1 Identify three types of buttons: a. two-holed b. four-holed c. shank	7.1 Review a teacher organized display on types of buttons.	Bancroft, Vivian Stark. It's So, Sew Easy, p. 301.
	7.2 Sew on a four-holed button to the satisfaction of the teacher.	7.2a Complete and Discuss Directed Reading Assignment.	Chamberlain, V. et. al., Teen Guide, 6th ed., p. 347.
		7.2b Attend a teacher directed demonstration on how to sew on buttons.	Dunn & Peeler, Living Learning and Caring, pp. 418-419.
		7.2c Using a piece of fabric and a four-holed button, sew on the button with the correct technique. Have it approved by the teacher.	Supplement 20
8. Under supervised, independent activities, the student will follow sequential steps to produce a simple item without a pattern or with the use of a simple pattern provided by the teacher.	8.1 Make a simple sewing project.	8.1 Follow the teacher's directions or a simple pattern supplied by the teacher to make the following items: • tote bag • apron • braided wreath • mini-quilt • mini tissue holder • block or star quilt	Teacher Directed

UNIT: **Clothing and Textiles**

COMPETENCY: **CT-IV The student will demonstrate skill in the application of clothing construction techniques.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
9. Under supervised independent activities, the student will follow sequential steps to produce an advanced level item using a purchased pattern. (Advanced level means for middle school abilities)	9.1 Make a. skirt b. jams c. overblouse d. sweatshirt	9.1 Follow directions given by teacher.	Current pattern catalogs. V-TECS: Homemaker Clothing and Textiles, Performance Objective #84.

564

565

UNIT: **Clothing and Textiles**

COMPETENCY: **CT-V** **The student will be aware of employment opportunities in the clothing related industry.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. After participating in learning experiences the student will describe a typical person who works in the community.	1.1 Define "career" and explore why people select a career.	1.1a Define "career."	
		1.1b Complete and Discuss Directed Reading Assignment.	Dunn & Peeler, Living, Learning, and Caring, pp. 141-142.
		1.1c Brainstorm: • Why do people work? • Why should we give serious thought to a career choice? • How do we benefit from a career?	
		1.1d Interview 3 adults who are employed in the community (not necessarily clothing/textile workers). Ask the following: • What is your job title? • How did you choose the field you are in? • When did you begin to consider this career? • Why did you choose this career? • Are you happy with your work? Why or why not?	Employed adults

UNIT: Clothing and Textiles

COMPETENCY: CT-V The student will be aware of employment opportunities in the clothing related industry.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
2. After completing research and personal interviews in the clothing related industry, the student will list personal characteristics which are essential to success in the career and identify specific careers in the field.	2.1 Identify clothing industry careers.	2.1a Do independent research on clothing industry careers.	Chamberlain, V. et al., Teen Guide, 6th ed., pp. 360-365. Baker, Marilyn Carruth, Careers in Focus: Exploring Occupations in Food Service and Home Economics, pp. 50-64. Filmstrip: Careers Related to Home Economics: Clothing and Textiles. Franklin Clay Films (entry level). Filmstrip: Careers in Home Economics Series: Careers in Clothing and Textiles. McGraw-Hill Films (Advanced Professional Level).
		2.1b Listen to a guest speaker on community opportunities in the clothing/textile industry.	Vocational Center Director Vocational Guidance Counselor School Guidance Counselor etc.
		2.1c Interview an individual in the community employed in the clothing/textile industry.	Supplement 21
		2.1d Summarize information/ observations/ conclusions.	

CLOTHING AND TEXTILES SUPPLEMENTS

Supplement 1

UNIT: Clothing and Textiles

PRE TEST: COLOR TERMINOLOGY

Name ____________________________________

Directions:

Match the definitions in Column 2 with the terms in Column 1 by placing the letter of the definition in front of the term.

	COLUMN 1		COLUMN 2
_____ 1.	ADVANCING COLORS	a.	Usually lighter colors which promote a feeling of coolness or calm, such as blue or light pink.
_____ 2.	RECEDING COLORS	b.	A lighter color formed by the addition of white to a hue, such as "sky blue."
_____ 3.	WARM COLORS	c.	Colors that tend to "leap out" and catch your attention, such as bright orange.
_____ 4.	COOL COLORS	d.	A darker color formed by the addition of black to a hue, such as "navy blue."
_____ 5.	NEUTRAL COLORS	e.	"Earthy" colors that promote a feeling of warmth or coziness, such as rust or gold.
_____ 6.	HUE	f.	A variation of a color formed by the addition of gray to hue, such as "silver-blue" or "dusty-rose pink."
_____ 7.	INTENSITY	g.	The name of a color.
_____ 8.	TINT	h.	Colors that tend to "sit back," not attracting much attention, such as pastel green.
_____ 9.	SHADE	i.	Such colors as beige, brown, gray, white, black, tan, or even navy blue that tend well to mixing with other colors.
_____10.	TONE	j.	The brightness of a color.

UNIT: Clothing and Textiles

COLOR CHARTS

Purpose:

This activity allows students to experience "creating" secondary and tertiary (intermediate) colors from the primary colors. It provides an opportunity for them to become familiar with color variations and identify personal color preferences.

Procedure:

Day 1

1. Have each student paint squares of red, yellow and blue on newsprint or other plain paper.
2. While squares are drying, have each student practice design shapes and cut out patterns for a primary color display. (If time permits, patterns could also be cut for the secondary and tertiary color displays also).

Day 2

1. Have students combine equal parts of red and blue to make purple; yellow and red to make orange; and yellow and blue to make green. (You will need plenty of jars for each table and be sure to completely cover each table with newspaper.)
2. Have students paint secondary color squares.
3. While these dry, the students should cut out the primary color shapes (using patterns made the preceding day) for a primary color display.

Day 3

1. Arrange each table as you did for day 2. Use the chart below and instruct students to create the tertiary colors.

		Component Colors	
Tertiary Color	2 parts	+	1 part
Yellow-Orange	Yellow	+	Red
Red-Orange	Red	+	Yellow
Blue-Green	Blue	+	Yellow
Yellow-Green	Yellow	+	Blue
Blue-Violet	Blue	+	Red
Red-Violet	Red	+	Blue

2. Have each student paint tertiary color squares.
3. While these dry, the student should cut out the secondary color shapes (using design patterns) for a secondary color display.

Day 4

1. Cut out the tertiary color shapes, using design patterns for a tertiary color display.
2. Have students practice arranging the color designs to create unique displays.

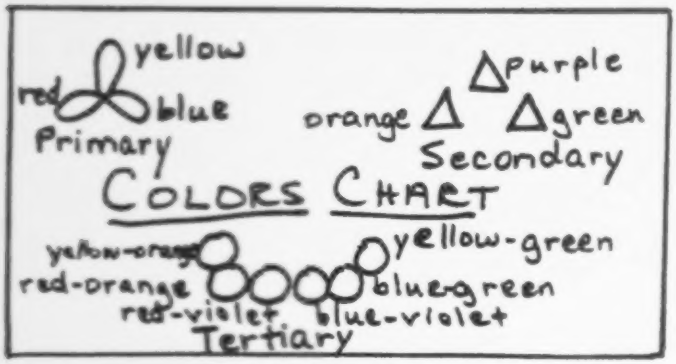
Day 5

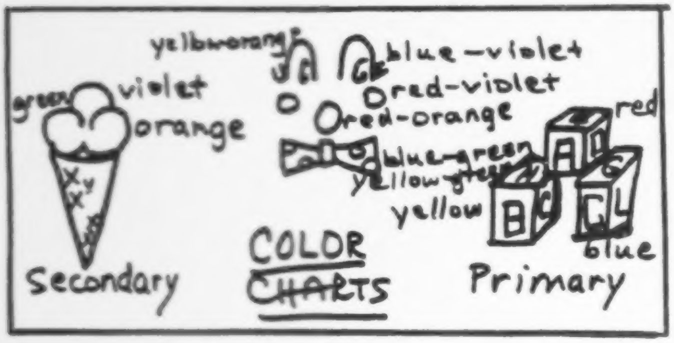
1. Have each student glue the design shapes on construction paper to make a color display of the primary, secondary and tertiary colors.
2. Using ink or a felt tip pin, label each color group and each color in the group.

To the Teacher:

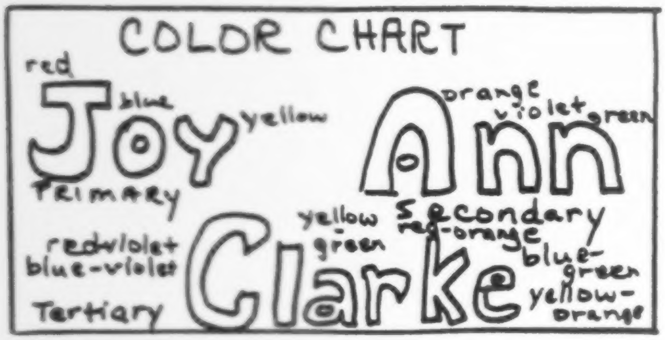
1. Have class rules established for order and maintenance before you begin.
    a. Every table must be completely covered with newspaper before getting paint out.
    b. Return scissors, glue and cleaned paint brushes to the "MATERIALS" box five minutes before the end of class.
    c. Begin to cleanup your work areas when the signal is given.
    d. If paint gets on tables/chairs, wipe immediately with a damp cloth.
    e. As patterns and cut-outs are made, place them in an envelope with your name on it and give it to the teacher.
    f. Dispose of badly soiled newspaper. Fold and stack reusable newspaper each day.
2. Use Tempera powder paint. It will wash out of clothing.
3. Buy at least one jar or red, yellow and blue powder paint for each class.
4. Have plenty of baby food jars (or other small jars) on hand.
5. Have one paint brush for each student.
6. Before activities begin, clearly explain to the class:
    a. The purpose of the project and the criteria you will use to evaluate each project.
    b. Procedures for combining colors, painting smooth squares and cleaning brushes.
    c. Organization strategies and behavior standards you expect during the duration of the activities.

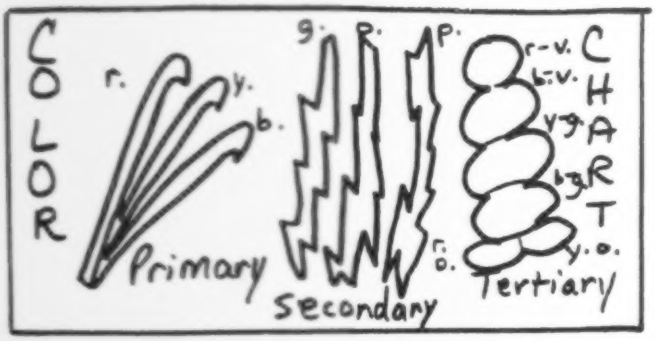
7. Have charts on display that:
   a. Name each color and color group.
   b. Give directions for making the secondary and tertiary colors.
   c. Give suggestions for color shapes and completed color displays.
8. Suggested evaluation criteria:
   a. Correct labeling, accurately placed.
   b. Creativity.
   c. Degree of completeness.
   d. Cooperation during activities.
   e. Neatness.
   f. Overall appearance.

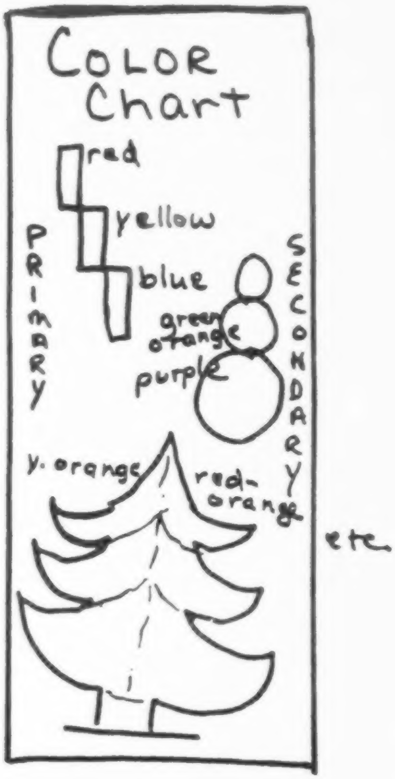

yellow
red
blue
Primary
purple
orange
green
Secondary
COLORS CHART
yellow-orange
yellow-green
red-orange
blue-green
red-violet
blue-violet
Tertiary


yellow-orange
blue-violet
green
violet
red-violet
orange
red-orange
red
blue-green
yellow-green
yellow
blue
Secondary
COLOR CHARTS
Primary

OTHER POSSIBLE SHAPES:


COLOR CHART
red
blue
yellow
Joy
PRIMARY
orange
violet
green
Ann
yellow
Secondary
red-orange
green
red-violet
blue-violet
Clarke
blue-green
yellow-orange
Tertiary


COLOR
r.
y.
b.
Primary
g.
p.
p.
Secondary
r.-v.
b.v.
y.g.
b.g.
r.o.
y.o.
CHART
Tertiary


COLOR Chart
red
yellow
blue
PRIMARY
green
orange
purple
SECONDARY
y. orange
red-orange
etc.

UNIT: Clothing and Textiles

MY COLOR PROFILE

Student ____

Directions: Judge each color you've tried in terms of what it does or does not do for your skin, eye color and hair color.

Color of:

Eye __________ Complexion ____________ Hair ____________

My best:

Bright Colors: ____________________________________

Dull Colors: ____________________________________

Light Colors: ____________________________________

Dark Colors: ____________________________________

Coordinated Colors: ________________________________

Adapted from My Personal Profile. New York: New York: Milady Publications, 1973.

UNIT: Clothing and Textiles

LINE SKETCHES

Purpose:

This activity helps students discover the effect of lines in clothing on individual appearance.

Procedure:

1. Display "Line Sketches" on individual picture cards so that each student can see it clearly.
2. Have each student complete the following worksheet:

LINE SKETCHES WORKSHEET

Name ______________________________

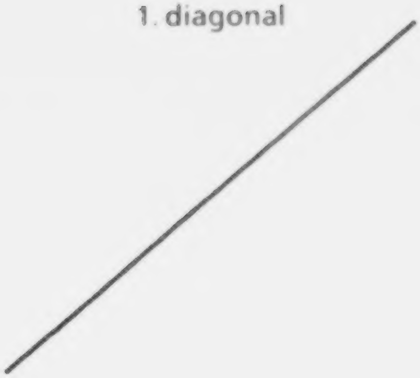
Directions: For each line you are shown, draw a sketch of anything that pops into your mind.

No. 1	No. 2
No. 3	No. 4
No. 5	No. 6

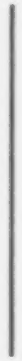
Answer the following questions:

1. Which line is most feminine?
2. Which line is most masculine?
3. Which line(s) is (are) found in some of your clothing?

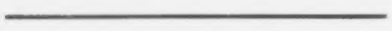
LINE SKETCHES



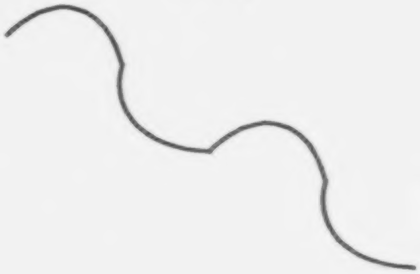
1. diagonal



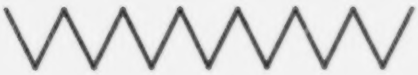
2. vertical



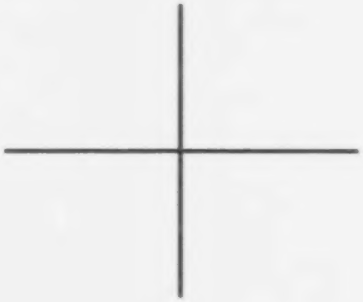
3. horizontal



4. wavy



5. zig-zag



6. crossed

UNIT: Clothing and Textiles

DESCRIBING TEXTURE

Purpose:

This activity provides an opportunity for students to examine the textures in their environment, identify and describe the variety of textures they discover and differentiate between them. It is a brief activity which can be used as an introduction to a study of texture.

Procedure:

1. Play "Round Robin" and compile a list of objects in the classroom (equipment, people, clothing, etc.). Keep the game going until no one can add to the list.
2. Provide the students with a list of sample adjectives used to describe "texture" (smooth, ribbed, rough, gritty, nubby, silky, thick, grooved, slippery, bumpy, etc.).
3. Allow the student 10 or 15 minutes to write an adjective to describe the objects listed.
4. Share descriptions during the class; have a "feeling" experience to help students describe those which the majority find difficult to describe.

UNIT: Clothing and Textiles

CLOTHING ANALYSIS WORKSHEET

Directions

Select two pieces of clothing which are very, very different in texture. Answer the following questions about each one. Have your parents sign this activity to indicate that you have completed this activity as requested.

1. Describe each garment.

No. 1	No. 2
TYPE:	
SIZE:	
COLOR(S):	
TEXTURE(S):	
OTHER:	

2. Try each garment on. Look at yourself in the mirror. Describe what each one does for/to your appearance.

No. 1 ______________________________
____

No. 2 ______________________________
____

3. Which garment do you like best? Why?

4. Is the garment that looks best on you the one you like the best?

5. Can you use these garments with other pieces of clothing you have to create a different look? If so, name a few articles of clothing which could be used with each.

Supplement 8

UNIT: Clothing and Textiles

THE APPROPRIATENESS OF DRESS

Purpose:

This activity is intended to teach students to select clothing for the occasion or event to which it will be worn.

Procedure:

1. Provide ample magazines, catalogs for the student use.
2. Have students spend a class period cutting out numerous pictures of people in a variety of outfits, and securing each to a piece of notebook paper.
3. Brainstorm to develop a list of events/occasions for which one should be appropriately dressed.

   Example:
   Job Interview
   Picnic
   Roller Skating
   Ice Skating
   Football Game
   Christmas Party
   Church
   School
   Eating-out
   Hiking
   Dance
   Movie
   Shopping
   Doctor's Appointment
   Camping
   Swimming Party
   Funeral
   Prom
   Visit to Relatives
   Graduation
   Movie

4. Provide time for the students to identify occasions when selected outfits should/could be worn.

Supplement 9

UNIT: Clothing and Textiles

MY PERSONAL PHYSIQUE

Purpose

The middle school student needs to have a clear understanding of himself/herself in order to relate clothing design principles to themselves, physically and psychologically. At this age, the student is likely to accept suggestions from others about what looks best on them. However, in order to help the student determine this for himself/herself, we must provide guidelines from which future choices can be made with self-confidence and pride. This activity will encourage the student to analyze their physical characteristics and consider ways of improving and enhancing them.

Procedure:

1. Have each student complete the questionnaire, "My Personal Physique."
2. Pair students off and have them review one another's responses for accuracy.
3. Discuss student responses with such questions as:
    a. What is their overall figure type?
    b. What are their best physical features?
    c. What physical features would they like to change? Why?
    d. Do they consider physique when purchasing clothing or coordinating an outfit?

Supplement 9

MY PERSONAL PHYSIQUE

NAME ____________________________

DIRECTIONS: Circle the response which best describes you.

1. I am
   TALL AVERAGE SHORT
2. My face shape is
   ROUND OVAL SQUARE TRIANGULAR OTHER
3. My neck is
   LONG SHORT NARROW WIDE
4. My shoulders are
   BROAD NARROW ROUNDED STRAIGHT
5. My chest/bust is
   LARGE AVERAGE SMALL
6. My waist is
   LARGE AVERAGE SMALL
7. My torso is
   LONG WAISTED SHORT WAISTED AVERAGE
8. I am wider in the
   HIPS THIGHS
9. My legs are
   LONG AVERAGE SHORT HEAVY AVERAGE THIN
10. My hands and feet are
    SMALL AVERAGE LARGE
11. From the side I appear
    NARROW AVERAGE WIDE
12. From the front I appear
    NARROW AVERAGE WIDE
13. My arms are
    LONG AVERAGE SHORT HEAVY AVERAGE THIN
14. The dress size I wear is
    PETITE SMALL MEDIUM LARGE
15. The shirt size I wear is
    SMALL MEDIUM LARGE EXTRA LARGE

16. The pant size I wear is
SMALL MEDIUM LARGE EXTRA LARGE

17. My physique is similar to ______________________________ (classmate).

18. My physique is very different from ______________________________ (classmate).

19. In my opinion, the outfit I have on is
VERY COMPLIMENTARY SOMEWHAT COMPLIMENTARY
NOT COMPLIMENTARY to my physique.

20. How do you feel about your physique?

UNIT: Clothing and Textiles

CLOTHING COLLAGE

Purpose

This activity will reinforce principles that should be considered when planning a wardrobe.

Procedure:

1. Provide ample issues of magazines, store catalogs, etc. for the students use.
2. Prepare a "Materials" box (scissors, glue, construction paper, envelopes, etc.).
3. Have each student select a topic: Fashion, Fad, Style, etc.
4. Provide time for students to carefully search through magazines and catalogs for garments which illustrate their topic. Pictures should be carefully placed in an envelope until the collage is to be made.
5. Explain the steps in creating a collage.
    a. Collect a wide variety of pictures. (You will not use all of them but you need them.)
    b. Carefully select an arrangement for your pictures and ask a classmate to check it for you.
    c. Ask your teacher to approve the arrangement when you are satisfied with it.
    d. Glue pictures to construction paper.
6. Have each student prepare and present a brief (one minute) report on their collage.
7. Display collages for a few days.

To the Teacher:

Suggestions for making a collage.

1. Glue pictures in the following order: corners, edges, background, fillers.
2. Use a light touch with the glue to avoid wrinkles.
3. Every area of the background paper should be covered.
4. Evaluate collages for neatness, relationship to topic, balance, creativity.

Supplement 11

UNIT: Clothing and Textiles

UNCLE SAM PROTECTS THE CONSUMER

Several Federal Government agencies have consumer protection duties. Match the agencies in column 1 with their correct purpose in column 2 to find out how well you know their functions. Check your answers with the answer key.

Column 1

______ 1. Office of Consumer Affairs
Office of the President
Washington, D.C.

______ 2. Federal Communications Commission
Washington, D. C. 20554

______ 3. Federal Trade Commission
U.S. Courthouse & Federal Bldg.
219 S. Dearborn St.
Chicago, Ill. 60604

______ 4. United States Postal Service
Consumer Advocate
Office of the Postmaster General
Washington, D. C. 20260

______ 5. Food and Drug Administration
1222 Post Office Building
433 Van Buren
Chicago, Illinois 60607

______ 6. U.S. Department of Agriculture
The Mall
Between 12th & 14th St. S. W.
Washington, D.C. 20205

Column 2

a. Protects the public from false, dangerous, and obscene items sent by mail.

b. Protects purity, quality, and labeling of foods, drugs, and cosmetics, and handles all complaints about these items.

c. Controls radio and television broadcasts and telephone and telegraph use between states, controls ads on TV and radio.

d. Grades quality of food, checks meat and poultry for freshness, protects raw foods from disease.

e. Handles consumer questions and complaints, directs all federal activities to protect consumers.

f. Prevents false advertising, packaging and selling, prevents sales of dangerous products between states, checks to see if labels are correct except on foods, drugs, seeds, and alcoholic beverages.

ANSWER KEY
1) e
2) c
3) f
4) a
5) b
6) d

586

UNIT: Clothing and Textiles

DECISIONS:

WHO NEEDS THEM?
WHAT AFFECTS THEM?
HOW CAN THEY BE MADE?

It Seems to Me	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. You can't really teach someone else to make the right decisions.					
2. Young people aren't interested in learning about decision making					
3. Decision making basically is a matter of "good common sense."					
4. It's not always necessary to think through every decision.					
5. Sometimes bad decisions are the best teacher.					
6. Decision making ability is a middle class value.					
7. It doesn't take long to review a decision before it's made.					
8. The clue to wise decision making is evaluation.					
9. Young people should be encouraged to make their own decisions, regardless of the outcome.					
10. The more experience a person has in making decisions, the better his/her decisions are likely to be.					

UNIT: Clothing and Textiles

CONSUMER'S BILL OF RIGHTS

--FOUR SKITS

Purpose:

This activity is a means of introducing the students to consumer rights as outlined in President John F. Kennedy's "Consumer's Bill of Rights."

Procedure:

1. Divide the class into four groups
2. Assign them a "right." Charge them to keep this right a secret
3. Give them the activity goal and suggest appropriate steps to meet that goal in the time given
4. Distribute copies of sample skits. Encourage group creativity rather than imitation.

There are basically four rights in President John F. Kennedy's "Consumer's Bill of Rights":

1. The right to safety
2. The right to be informed
3. The right to choose
4. The right to be heard

Each one of the above consumer's rights could be acted out in a skit form using students as the actors. They may make up their own skits to illustrate the right specifically.

Illustrating the Right to Safety

In class this consisted of two children playing with medicines and household cleaning agents. The mother, who answered the phone, came back to find what her children had been able to get open and use. There were several which could not be opened due to the safety cap on them. After the skit, ask the class what conclusions they can draw. EXAMPLE: As consumers, we have the right to execute action to see that more of these items which are dangerous to children as well as adults be either made child proof or banned from the market--as applicable.

CONSUMER'S BILL OF RIGHTS

--FOUR SKITS

Illustrating the Right to be Informed

A husband and wife are talking over the supper table about their day. Several incidents are mentioned such as unsolicited credit cards, recalled tuna fish, etc. There are many items that could be used; leave it up to the students' imagination. Recent newspaper articles could be used as one of the basis. This scene is called "A Day in the Life of a Consumer."

Illustrating the Right to Choose

This skit opened with a lady looking into a car dealer's showroom window. She walked inside to take a closer look and was confronted by an eager salesman. Sales devices such as the red, black, or blue book, financing through the dealership, and bait-and-switch tactics were used to "draw her in." After the skit, ask the class what gives her the right to choose. EXAMPLE: As consumers, we should compare prices of several dealers before making a final decision.

Illustrating the Right to be Heard

This skit took place in a supermarket with a dissatisfied customer returning spoiled meat. She was complaining to the store manager and not getting very far. Boycotters were picketing in front of the supermarket while the argument between the customer and manager was going on. Issues of the argument were deceptive pricing and poor food quality due to lack of rapid turnover. Ask the class what are the first things to do to get satisfaction for the consumer dollar when item does not measure up to what it should be.

Source. Illinois Teacher of Home Economics, May/June, 1974.

UNIT: Clothing and Textiles

MINI-BOOK: HANGTAGS AND CARE LABELS

Purpose:

This activity will help students distinguish between "Hangtags and Care Labels", locate information on each and interpret the information provided.

Procedure:

1. Prepare "Mini-Books" for the students.
2. Review each section of the book with the students so they understand the assignment and can proceed independently.
3. If you have ample hangtags and labels available in class, students can complete this activity during class time. If you do not, allow two or three nights for the students to complete it at home.

MINI-BOOK

HANGTAGS AND CARE LABELS

NAME ______________________________

CLASS PERIOD ________________________

MINI-BOOK

HANGTAGS AND CARE LABELS

In the space below:

1. Attach a hangtag from a garment, a newly purchased garment if possible.

2. List the information provided on the hangtag.

CUT ALONG DOTTED LINE

- -

Page 2

3. Attach, below, a care label from a garment.

4. Was this care label sewn into the garment? Where was it sewn in?

5. Why was it sewn in?

MINI-BOOK

HANGTAGS AND CARE LABELS

6. Examine hangtags/care labels in a variety of garments. Which country manufactures a lot of cloth goods sold in the U. S. A.?

7. What is the most important information to have before purchasing a piece of clothing?

8. What information is required by federal law on all clothing manufactured in the U. S. A.?

MINI-BOOK

HANGTAGS AND CARE

9. What is a "Brand" name?

10. Examine clothing in your wardrobe and list three brand names you find.

11. Did the brand name influence you to choose the garment? If yes, why? If no, what did influence you?

- -

MINI-BOOK

HANGTAGS AND CARE LABELS

12. How should the manufacturers information be used when purchasing clothing?

13. Is this statement TRUE OR FALSE?
(circle your choice)

"There are government regulations requiring certain information to be made available to the consumer before a product is purchased."

- -

UNIT: Clothing and Textiles

BUYING CLOTHING

Many Americans are a part of the clothing industry when one considers all individuals involved in the production of fabrics, designing, construction of garments, and the various levels of retailing. The consumer's interest in clothing and fashion helps maintain the economic success of this industry.

1. Why do people buy clothes? List all the reasons that you can think of, and do not overlook the most basic reasons. (Warmth; decency; protection from the elements; sex appeal; to keep up with the style; to keep up with "the Joneses"; to show wealth, status and prestige; to maintain an image.)

2. Clothing is available from the sources below. Think of a store in your area that would be considered a typical example. Opposite each source, describe the characteristics that distinguish one source of clothing from the other. For example, a department store offers a wide selection of many different types of clothing.

Source	Characteristics
Department Store	(Lots of selection, varied price ranges.)
Specialty Shop	(Caters to a specialty, prices may be higher.)
Discount	(Generally low prices, less service, quality of clothing may be lower.)
Direct Door-To-Door	(Convenience of trying on in home, limited selection.)

3. As a good consumer, you should learn as much as you can about an item of clothing before you actually purchase it. What should you know? (Care required, quality, any construction flaws, size, quality of fabric and type of construction, is it a fad or more enduring style?)

4. What factors other than quality may be reflected in the price of a garment? For example, one store sells jeans for $10 and another store sells them for $30. If the quality is comparable, why the difference in price? (The $30 jeans may be name brand with an expensive national advertising campaign. The store may have a very nice decor - thus causing higher overhead. The jeans may have special design features.)

5. List practical ways to save money when buying clothing? (Shop sales, know quality, avoid "designer" clothes, avoid buying "dry clean only" clothes, buy versatile clothing.)

6. Assuming that you have limited funds and need to watch your budget, what are the disadvantages in buying the following?

   -- Shocking pink plaid shirt (not very versatile)
   -- Pair of pants that is "dry clean only" (expensive to maintain)
   -- Coat that is poorly constructed (next year you may need to replace it)
   -- Shirt that is the "in thing" this year (soon may be out of style)
   -- Jacket purchased because it catches your attention (may strain budget)

7. Why might a senior girl be justified in spending $29 for a prom dress instead of $59 when she knows that the more expensive dress is definitely better constructed? (If it is going to be worn only once, top quality construction may not be necessary.)

8. Jed Thomas sees a "sharp" knit shirt on a $3 bargain table. He notes that the regular price was $11 and he immediately takes it to the checkout and buys it. What other factors should he have considered before making the purchase? (Will it fit? Is it well constructed? Will it match anything that he has now?)

9. The part of the country in which you live may influence your clothing purchases. For example, take two high school students; one is from Miami, Florida, and the other is from Midland, South Dakota. Would they be apt to make the same clothing purchases? Explain. (Weather conditions, hobbies, local customs and sports of the area will all influence clothing purchases and cause some differences. However, both groups would be subject to the current fads and fashions.)

Supplement 15

BUYING CLOTHING

ACTIVITY #1

Using a catalog(s), select seven items of clothing that will coordinate well to make a lot of different outfits by mixing and matching them. Do not select accessory items (e.g., shoes) as any of the seven items. For this activity, you need not stay within a set budget.

Item	Color	Page#	Cost	Reason for Selection

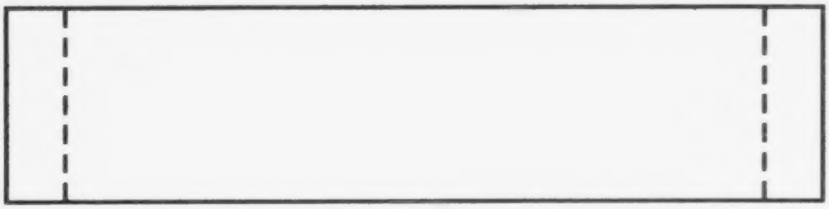
ACTIVITY #2

Using another sheet of paper, list how many different outfits you can create by mixing and matching the seven different pieces. Clip the paper to this page. How many outfits did you make? (varies)

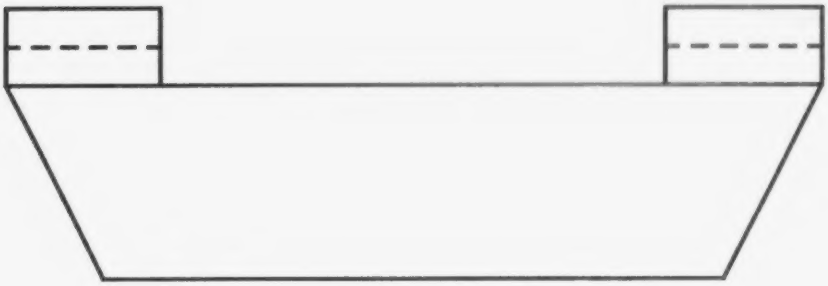
Adapted from: Universal Press Syndicate, 1977

UNIT: Clothing and Textiles

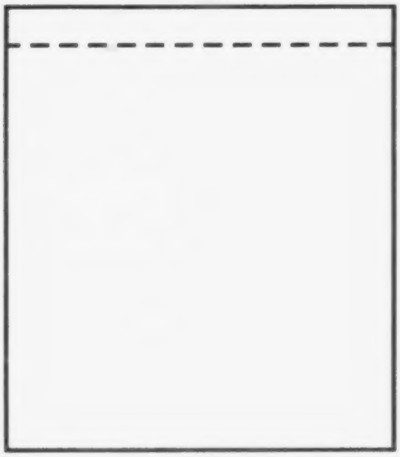
Let's Make a Care Label



RECTANGULAR LABEL



MITERED LABEL



LOOP LABEL

(BROKEN LINES — — — — . INDICATE STITCHING)

UNIT: Clothing and Textiles

LEARNING CENTERS: STAIN REMOVAL

Purpose:

Learning centers can be used to have several activities going on at one time, to provide reinforcement for a class instruction or enrichment for advanced students. They may be arranged in sequence or independent of one another, depending on the activity. Students may work at a learning center in small groups (2-3) or independently.

These learning center activities will provide "hands on" practice in stain removal.

1. Have learning centers prearranged.
2. Explain to the students the purpose of the centers and how to complete activities in each.
3. Spend time with each group to make sure they understand the assignment.
4. Remain available for students' questions as they move through the centers.

To the Teacher:

1. Materials you will need.
    a. Washable clothing no longer in use or fabric squares.
    b. Dirt, cooking oil, ball point pen, candle and matches, crayon, lipstick, fresh cut grass, etc. to create stains.
    c. Paper towels.
    d. Pitchers/bowls of water or sinks.
    e. Reference material.
    f. Stain removal products.
2. Prepare a file folder for each learning center. Include the following in each:
    a. Copies of worksheets to be completed.
    b. Directions to be followed.
3. Place the folder, stained fabric and stain removal items together at the center.
4. DIrections for each center follow .

Supplement 17

LEARNING CENTERS: STAIN REMOVAL

Center 1

1. Examine the stained fabric. Guess what kind of stain it is. Check your guess by looking on the bottom right-hand corner of the back of this folder.
2. Read: Removing Stains from Fabrics (Consumer Information Center, Pueblo, Colorado 81009) to find suggestions for removing this stain.
3. Remove the stain following one of the suggested methods.
4. Answer the following questions in your notebook.
    a. Was it difficult to remove the stain?
    b. Have you had a similar clothing stain? Did you remove it? How?
5. Complete the worksheet, "Practice Pretreating and Removing Stains." The fabric column has been completed for you on the sample worksheet attached to this folder.
6. Clean up the learning center and place materials as you found them.

Centers 2-6:

Arrange each center in the same manner except with the following referenced.

2. How to . . . Remove Holiday Stains
(FORECAST IN HOME ECONOMICS. 24(12), 1977, p. 48)
3. Stain Removal Chart or see Creative Living, Chapter 10-12.
(Gieseking, et al., Clothing Skill for Creative Living, pp. 124-125.)
4. Stain Removal Dial
(Visual Education Consultants, Inc., Madison, Wisconsin 53701)
5. The Laundry Book
(Consumer Service Institute, Consumer Division, Calgon Corp., Pittsburgh, Pennsylvania 15230.)
6. Learning About Laundering: Professional Handbook (Proctor and Gamble Educational Services, Cincinnati, Ohio, p. 23.)

or

The Vogue Sewing Book
The Butterick Fabric Handbook

UNIT: Clothing and Textiles

CONSTRUCTION MATERIALS I NEED

1. Pattern: ____________________ ________________________
   (Company) (Type and Size)

2. View I plan to make is ____________________.

3. I plan to buy fabric that is a: Geometric Print Floral Print
   Overall Design Direction Design Solid Color

4. The weight of the fabric I purchase should be:

   Light Medium Heavy

5. I will look for one of the following suggested fabrics:
   ____

6. I will purchase: ________ yds. of 45" material
   or ________ yds. of 54" material
   or ________ yds. of 60" material

7. I will purchase the following notions:

   ________, ________, ________

UNIT: Clothing and Textiles

PATTERN SYMBOLS

Directions:

Use a pattern guide sheet or pattern pieces to identify the symbols used to communicate important information. Draw the symbol for each term listed below in the space provided.

<table>
<tr><td>MATCHING MARKS</td><td colspan="2">ALTERATION LINE</td></tr>
<tr><td>CUTTING LINE</td><td colspan="2">DART</td></tr>
<tr><td>STITCHING LINE</td><td colspan="2">HEM LINE</td></tr>
<tr><td>STRAIGHT GRAIN</td><td colspan="2">FOLD LINE</td></tr>
<tr><td>POCKET PLACEMENT</td><td>PLEATS</td><td>GATHERS/EASE</td></tr>
<tr><td>DIRECTIONAL STITCHING</td><td colspan="2">DIRECTIONAL CUTTING</td></tr>
</table>

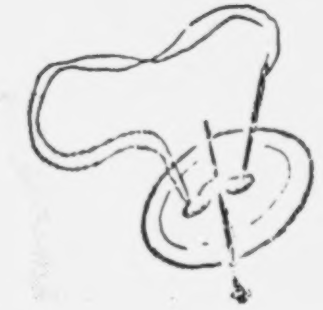
Supplement 20

STEP # 5

*Stick needle up through one hole.

*Stick needle down through other hole.

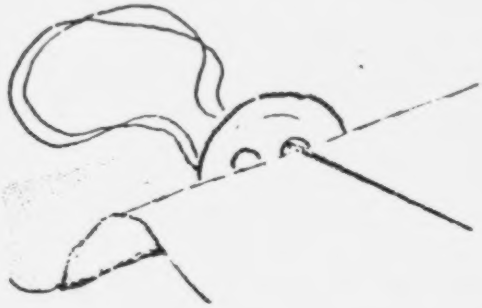
*Do this 4 or 5 times.



STEP # 6

*Pull out the toothpick

*Stick needle through hole in button. Do not stick it through shirt.



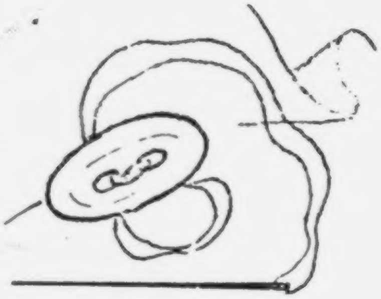
STEP # 7

*Pull button away from shirt.

*Wrap thread around stitches under button.

*Wrap 4 or 5 times.

*Pull thread tight.

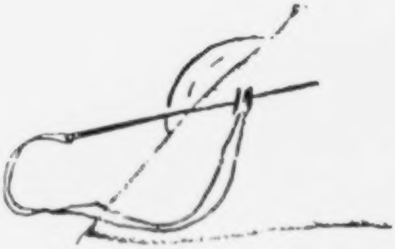


STEP # 8

*Stick needle to wrong side of shirt

*Make 3 or 4 small stitches. Make one on top of the other

*Cut the thread



UNIT: Clothing and Textiles

SEWING ON A BUTTON

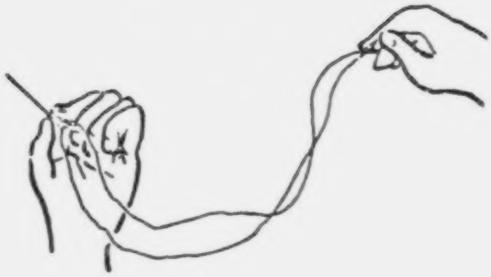
Cut a piece of thread about as long as your arm.

STEP # 1

*Thread your needle

*Pull ends of thread together.

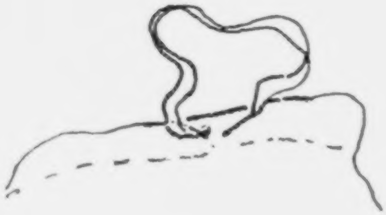
*Tie a knot. This makes a double thread.



STEP # 2

*Make a stitch on right side of the material

*Make 2 small back stitches



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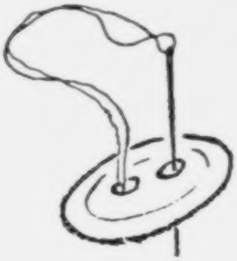
*Stick needle up through one hole in the button.

STEP # 3

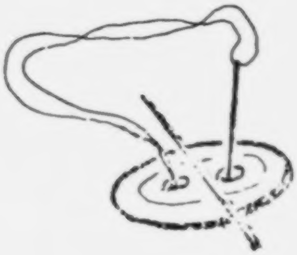
*Stick needle down through the other hole. Stick needle through the material.



STEP # 4

*Lay a toothpick on top of button. It should stay in the top of the thread.

*Pull thread tight.



UNIT: Clothing and Textiles

GUIDELINES FOR CONDUCTING A PERSONAL INTERVIEW

1. Call, visit or write a letter to an individual in a clothing related career and request time to interview them about their job.
2. Make a note of the interview date and time. Dress appropriately and be on time.
3. Introduce yourself and briefly explain the purpose of the interview.
4. Questions you might ask include:
    a. By whom are you employed?
    b. What is your job title?
    c. How did you acquire this position?
    d. What were the job prerequisites?
    e. Did this company train you for specific tasks/responsibilities?
    f. What are some of your job responsibilities?
    g. Are there opportunities for future advancement?
    h. What personal qualities help you to be successful in your work?
    i. Does this community have ample job opportunities in clothing related careers?

CAREER EDUCATION

1. COMPETENCY: Analyze personal traits and develop an understanding of the traits that are necessary in making career decisions.
2. COMPETENCY: Research occupational clusters to assist in making wise career choices.
3. COMPETENCY: Complete initial steps of the job search process.
4. COMPETENCY: Prepare for an interview.
5. COMPETENCY: Recognize that efficient money management is based on operating within a budget.

CONCEPTUAL STRUCTURE

UNIT: Career Education

COMPETENCY: CE-I. Student will analyze their personal traits and develop an understanding of the traits that are necessary to make career decision making.

1. Complete Personal Rating Chart
2. Complete Values Profile
3. Complete Personal Needs Questionnaire

COMPETENCY: CE-II. Student will research occupational clusters to assist in making wise career choices.

1. Skills needed for Employment
2. Training Required
3. Salary Range
4. Opportunities for Advancement
5. Businesses in Area with Vacancies/Opportunities

COMPETENCY: CE-III. Student will complete initial steps of the job search process.

1. Apply for Social Security Card
2. Search Classified Ads for Desired Jobs
3. Contact State Employment Agency
4. Construct Sample Letter of Application
5. Organize a Resume'
6. Complete an Application Form

COMPETENCY: CE-IV. Student will ready themselves for an interview.

1. Understand Purpose of a Job Interview
2. Identify Proper Dress for an Interview
3. Present Personal Qualifications for Job
4. Role Play Interview Situations

COMPETENCY: CE-V. Student will recognize that efficient money management is based on operating within a budget.

1. Understand Information Shown on Paycheck
2. Demonstrate Proper Procedure for Opening a Checking Account
3. Show How to Properly Endorse a Check
4. Correctly Write and Record a Check
5. Complete a Bank Deposit Ticket
6. Construct a Budget Based on Net Earnings

UNIT: Career Education (Self Analysis)

COMPETENCY: Career Education I. Students will analyze their personal traits and develop an understanding of the traits that are necessary to career decision making.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Given appropriate classroom activities and instruction the student will be able to analyze personal qualifications.	1.1 Identify personal skills and aptitudes.	1.1a Complete the skills and aptitudes worksheet.	Job Seeking: How & Where Teacher Guide pp. 31-33. Career Skills (student workbook) pp. 21 & 22.
		1.1b Complete and Discuss Directed Reading Assignment.	Kelly & Volz-Patton, Career Skills, pp. 32-37. Job Seeking: How & Where student booklet pp. 8-10.
	1.2 Assess individual interests.	1.2a Complete and Discuss Directed Reading Assignment.	Job Seeking: How & Where student booklet pp. 1-7. Kelly & Volz-Patton, Career Skills (student workbook) pp. 28-32.
		1.2b Summarize information from personal interest material.	Kelly & Volz-Patton, Career Skills (student workbook) pp.17-20.
		1.2c Discuss careers of family members.	
		1.2d Complete workbook activities.	Dunn & Peeler, Living, Learning and Caring. (Student workbook) p. 3.

UNIT: **Career Education (Self Analysis)**

COMPETENCY: **Career Education I. Students will analyze their personal traits and develop an understanding of the traits that are necessary to career decision making.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.3 Recognize personality traits of individuals.	1.3a Rate the individuals personality traits.	Kimbrell & Vineyard, Entering the World of Work, (student workbook) Supplement 1
		1.3b Complete and Discuss Directed Reading Assignment.	Dunn & Peeler, Living, Learning & Caring pp. 9-11. Kimbrell & Vineyard, Entering the World of Work, pp. 142-147.
	1.4 Recognize individual values as determining factors in choosing a career.	1.4a Complete "Value Profiles" total scores, and plot profiles on graph.	Supplement 2
		1.4b Complete and Discuss Directed Reading Assignment.	Dunn & Peeler, Living, Learning, & Caring Kelly & Volz-Patton, Career Skills (student workbook) pp. 23-24.
		1.4c Calculate individual work values by use of worksheet.	
		1.4d Describe how people show that they value the following: honesty friendship education good health responsibility	

UNIT: **Career Education (Possible Careers)**

COMPETENCY: **Career Education II. Students will research occupational clusters to assist in making wise career choices.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Identify occupational categories from which students may choose a career.	1.1 Research a career of student's choice.	1.1a Complete and Discuss Directed Reading Assignment.	Littrell, J.J., From School to Work, pp. 112-140.
		1.1b Using the following guidelines, research a specific job/career area. • skills • education and training • work environment • work hours • duties and responsibilities • qualifications • location • advancement • job outlook • salary • rewards	Kelly & Volz-Patton, Career Skills (student workbook) pp. 39-40. Occupational Outlook Handbook from your school Library
	1.2 Students will share findings of a particular career with class members.	1.2a Share research findings by use of audio visuals.	
		1.2b Compile a scrapbook using pictures and information about the 15 career clusters.	Teacher Directed

UNIT: Career Education (Possible Careers)

COMPETENCY: Career Education II. Students will research occupational clusters to assist in making wise career choices.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.2c Prepare an alphabet listing of careers for each letter and an estimate of salary. Example A----Artist B----Beekeeper C----Civil Engineer	
		1.2d Choose one career and write a concise research paper.	
		1.2e Sponsor a career day or career week.	FHA/HERO Chapter
		1.2f Present a career choice to a selected elementary class.	Students
		1.2g View ETV Program "Picking Your Path" (4 programs).	Refer to ETV schedules

UNIT: **Career Education (Job Search)**

COMPETENCY: **Career Education III. Students will complete initial steps of the job search process.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Locate information about job opportunities.	1.1 Familiarize students with local newspaper/newspapers in job classification and available jobs.	1.1a Use classified Ad Index to familiarize student with appropriate headings used in a newspaper.	Career Resource Library series. Coping 7: Cutting a Deal with Want Ads. Supplement 3 Newspaper
		1.1b Answer Exercise "True - False of Classified Ad Index"	Supplement 4
		1.1c Read and Discuss Directed Reading Assignment.	Career Resource Library Series. Coping 4: How to Get A Job. pp. 34-45, "Reading the Want Ads."
		1.1d Complete Worksheet "Reading the Classified Ad"	Kelly & Volz-Patton, Career Skills Student Activity Workbook pp. 69-70.
	1.2 Locate your local state employment agency.	1.2a Use telephone directory to find the address and contact the public employment agency concerning possible job availability.	Telephone State Employment Booklet (information available upon request from local office)
	1.3 Contact a private employment agency.	1.3a Invite a representative from a local private agency to speak to group.	Local Private Employment Agency representative

UNIT: Career Education (Job Search)

COMPETENCY: Career Education III. Students will complete initial steps of the job search process.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.3b Role play "Contacting your Private Employment Agency."	
	1.4 Locate other sources of job announcements: Examples: Bulletin Boards Trade Publication Friends Civil Service Announcements	1.4a Contact Post Office for Civil Service test dates and job availability. 1.4b Visit library for magazines that contain particular jobs. 1.4c Observe public bulletin boards for job leads.	
2. The students will be able to accurately complete a social security application form.	2.1 Complete application to secure Social Security number.	2.1a Demonstrate and complete a Social Security application form.	Contact Social Security Office for a copy for each student.
3. Students will complete a job application form with all information correct.	3.1 Complete pretest on job application skills.	3.1a Identify job application skills by marking true or false.	Supplement 5

UNIT: **Career Education (Job Search)**

COMPETENCY: **Career Education III. Students will complete initial steps of the job search process.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	3.2 Complete a job application form.	3.2a Complete and Discuss Directed Reading Assignment.	Kimbrell & Vineyard, Entering the World of Work, pp. 36-37. Kelly & Volz-Patton, Career Skills, pp. 132-134. Campbell & Thompson, Working Today and Tomorrow, pp. 116-118.
		3.2b Fill out an application for Jane Doe with specific instruction from teacher.	Obtain a sample application from a local source.
		3.2c Allow students to obtain copies of applications for jobs from businesses in town. Make copies and have students complete forms. Students may exchange completed forms with each other and make suggestions on how appearance and completion of forms could be improved.	Local businesses
		3.2d Read and circle mistakes on job application form.	Entering World of Work Workbook: pp. 20-21.
		3.2e Create a bulletin board, "APPLY YOURSELF WHEN YOU APPLY FOR A JOB!" (Include pictures of each student in the class placed around an oversized job application form.)	

UNIT: **Career Education (Job Search)**

COMPETENCY: **Career Education III. Students will complete initial steps of the job search process.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
4. Student will write a letter of application correctly.	4.1 Write a business letter of application.	4.1a Complete and Discuss Directed Reading Assignment.	Kimbrell & Vineyard, Entering the World of Work, pp. 38-41. Campbell & Thompson, Working Today and Tomorrow, pp. 114-116. Kelly & Volz-Patton, Career Skills, pp. 130-132.
		4.1b Review the Sample Letter of Application.	Education Resources Foundation and Agency for Instructional Television. A Teacher's Guide to Making It Work. Supplement 6
		4.1c Construct a business letter of application for a job.	
5. Students will compose their own resumes in a given form.	5.1 Construct a list of qualifications, work experiences, interest, education and references.	5.1a Complete and Discuss Directed Reading Assignment.	Kelly & Volz-Patton, Career Skills, pp. 134-135. Campbell & Thompson, Working Today and Tomorrow, pp. 110-113.
	5.2 Use the data collected to complete the resume' form given them.	5.2a Type a resume' that could be used in applying for a job.	Sample Guide Resume' Supplement 7

UNIT: **Career Education (Job Search)**

COMPETENCY: **Career Education III. Students will complete initial steps of the job search process.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	5.3 Complete post test on job application skills.	5.3 Identify job application skills by marking true or false.	Supplement 8

UNIT: Career Education (Job Interview)

COMPETENCY: Career Education IV. Students will present themselves for an interview.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Students will prepare for a job interview.	1.1 Give pretest to check knowledge of interviewing.	1.1a Select correct True-False statements on pretest to determine knowledge of interviewing.	Supplement 9
		1.1b Complete and Discuss Directed Reading Assignment.	Campbell & Thompson, Working Today and Tomorrow, pp. 118-122. Kelly & Volz-Patton, Career Skills, pp. 136-149. Kimbrell & Vineyard, Entering the World of Work, pp. 45-61. Littrell, From School to Work, pp. 195-200.
		1.1c Gather information on proper techniques used in a job interview.	Library and/or classroom resources.
		1.1d Read handout supplied by students.	

UNIT: **Career Education (Job Interview)**

COMPETENCY: **Career Education IV. Students will present themselves for an interview.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
2. Students will recognize clothing appropriate for a job interview.	2.1 Select proper clothing for job interview.	2.1a Invite a person from clothing store to discuss and show proper dress necessary for job interviews.	
		2.1b Choose pictures from catalogs and magazines which display proper and improper dress for an interview for a particular career. The student will design a poster for this activity.	
3. Students will recognize job interview mistakes and correct them.	3.1 Simulate correct and incorrect interview techniques by role play.	3.1a Critique handout on interview mistakes.	Kelly & Volz-Patton, Career Skills Workbook p. 99.
		3.1b "My Interview With the Boss" to construct role play ideas.	Supplement 10
	3.2 Recognize the four basic parts of a job interview.	3.2a Give correct information necessary under each of the four parts of a job interview.	Supplement 11
		3.2b Complete Interview Guidelines sheet.	Kelly & Volz-Patton, Career Skills Workbook p. 101.
		3.2c Complete questions in the interview sheet.	Supplement 12
	3.3 Students will decide on person to hire based on interview observation.	3.3a Be able to judge a person's capabilities from an application and interview. Use "Who Would You Employ?" work-sheet.	Kelly & Volz-Patton, Career Skills workbook pp. 91-92.

UNIT: Career Education (Job Interview)

COMPETENCY: Career Education IV. Students will present themselves for an interview.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
4. The students will write a follow-up letter to thank interviewer for his/her time and to remind interviewer of strengths and skills.	4.1 Familiarize students with correct form and information necessary for writing a follow-up letter.	4.1a Complete and Discuss Directed Reading Assignments.	Littrell, J. J. From School to Work, pp. 200-203. Campbell & Thompson, Working Today and Tomorrow, pp. 121-122. Kimbrell & Vineyard, Entering the World of Work, pp. 58-59.
		4.1b Construct a follow-up letter giving individual strengths and skills for that particular job.	
	4.2 Complete post test on interviewing techniques.	4.2a Select correct true or false statements on interviewing techniques post test.	Supplement 13

UNIT: Career Education - (Money Management)

COMPETENCY: Career Education V. Students will recognize that efficient money management is based on operating within a budget.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Given a paycheck the students will be able to differentiate the record of earnings and the deductions of a paycheck.	1.1 The student will be given a pretest to check knowledge of a paycheck stub.	1.1a Student will mark the True - False statements which appear on the test to determine knowledge of the subject matter.	Supplement 14
	1.2 Gain important knowledge of deductions from paycheck with hands-on exposure.	1.2a Complete and Discuss Directed Reading Assignment.	Kelly & Volz-Patton, Career Skills, pp. 232-235. Kimbrell & Vineyard, Entering the World of Work, pp. 230-235.
		1.2b Determine what students have obtained from discussion/reading by questioning orally.	Teacher directed
		1.2c Be able to answer correctly the questions given from worksheet.	Kelly & Volz-Patton, Career Skills, Teacher Edition workbook pp. 141-142.
2. Students will be able to withdraw from and deposit money in a checking account.	2.1 Write checks to withdraw money from an account.	2.1a Complete all necessary items on a check form.	Kimbrell & Vineyard, Entering the World of Work, pp. 106-107. How to do your Banking (can get by contacting your local C&S or other local banks)
	2.2 Complete a bank deposit slip.	2.2a Complete a bank deposit slip for depositing a payroll check.	

UNIT: **Career Education - (Money Management)**

COMPETENCY: **Career Education V. Students will recognize that efficient money management is based on operating within a budget.**

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	2.3 Complete post test on money management techniques.	2.3a Mark true or false statements on money management post test.	Supplement 15

CAREER EDUCATION SUPPLEMENTS

UNIT: Career Education

Your Personality

You already know some things about your personality. You know if you like to talk a lot. You know if you are a good listener. You have seen how people act when you are around them. How will this affect your work? Think about yourself working at different jobs.

If you need help understanding your personality, there are tests for this, too. Ask your teacher about them.

Now, rate your own personality traits on the scale below. Use a check mark to show how you rate each trait. When you have finished, think of some jobs that would fit your personality.

If You Need Help . . .

Pages 142 to 147 in **Entering the World of Work** explain personality traits.

Personality Rating

Trait	Excellent	Good	Fair	Poor	Very Poor
Attitude					
Courtesy					
Dependability					
Desire to succeed					
Enthusiasm					
Foresight					
Friendliness					
Health					
Honesty					
Initiative					
Loyalty					
Morality					
Neatness					
Open-mindedness					
Personal appearance					
Punctuality					
Self-control					
Sense of humor					
Tact					
Use of voice					

UNIT: Career Education

UNDERSTANDING YOUR VALUES

Things that are important to you are your **values**. You need to think about them when you think of career goals. This activity will help you to know and understand your own values.

The Values Profile is easy to read. However, it includes words you may not know. These words and their meanings are listed below. **Read through them carefully**. You may want to discuss them in class. As you complete the Values Profile, you may refer back to this list of meanings if you need to.

achievements -- things you get by hard work

activities -- things people do

aesthetic -- having to do with anything beautiful

balanced diet -- eating the right amounts of the right foods

charities -- groups that help people in need

classical music -- music written many years ago which people still enjoy

concerts -- performances by people singing and/or playing instruments

counsel -- give advice

creative -- able to think of new ideas or make new things

dental -- having to do with teeth

design -- make the plan for something

envy -- jealousy; wanting what someelse has or wanting to do what someone else is doing

expensive -- costing a lot of money

fame -- being known by many people

humanism -- a way of life centered on the needs of other people

museum -- a place where interesting and unusual things are shown

recognize -- know

relationship -- personal friendship; companionship

religion -- belief in a god or gods

respect -- look up to; admire

retire --quit working for money

satisfaction -- a feeling of having done something good

social -- wanting to be with other people

Supplement 2

YOUR VALUES PROFILE

This profile is a simple way to see and understand your values. You will read 100 statements about things that may be important to you.

If a statement is **definitely true (DT)**, circle the 10

If a statement is **mostly true (MT)**, circle the 7

If you are **undecided (U)** whether a statement is true or false, circle the 5.

If a statement is **mostly false (MF)**, circle the 3.

If a statement is **definitely false (DF)**, circle the 0

		DT	MT	U	MF	DF
1.	I have a checkup by my doctor every year.	10	7	5	3	0
2.	I will take my children to religious services often	10	7	5	3	0
3.	I like to go to concerts.	10	7	5	3	0
4.	I like to have a lot of friends.	10	7	5	3	0
5.	I give to charities.	10	7	5	3	0
6.	I envy the way movie stars are recognized wherever they go.	10	7	5	3	0
7.	I would like to have enough money to retire by the time I am 50 years old.	10	7	5	3	0
8.	I would rather spend time at home with my family than out with friends.	10	7	5	3	0
9.	I like deciding things for people.	10	7	5	3	0
10.	If I had the talent, I would like to write songs.	10	7	5	3	0
11.	I have a close relationship with my mother or father.	10	7	5	3	0
12.	I have taught a religious class or been active in religion.	10	7	5	3	0
13.	I like to help students who need help with their studies.	10	7	5	3	0
14.	For the same pay, I would rather be boss than just another worker.	10	7	5	3	0

		DT	MT	U	MF	DF
15.	I love beautiful things.	10	7	5	3	0
16.	If I had the talent, I would like to appear regularly on TV.	10	7	5	3	0
17.	I would like to counsel people and help them with their problems.	10	7	5	3	0
18.	I would like to have friends who are movie stars or other famous people.	10	7	5	3	0
19.	I have a dental checkup at least once a year.	10	7	5	3	0
20.	I like to write short stories.	10	7	5	3	0
21.	I would rather work to earn money than go on a vacation.	10	7	5	3	0
22.	I like to go to parties.	10	7	5	3	0
23.	It would be fun to write a play for TV.	10	7	5	3	0
24.	I believe in a god who answers prayers.	10	7	5	3	0
25.	I would rather be an officer than just a club member.	10	7	5	3	0
26.	I would spend my last $100 for needed dental work rather than for a vacation.	10	7	5	3	0
27.	I like to give presents to my family.	10	7	5	3	0
28.	I would rather teach poetry than math.	10	7	5	3	0
29.	I often daydream about things I would like to have if I had the money.	10	7	5	3	0
30.	I like to give parties.	10	7	5	3	0
31.	I am willing to write letters for old or sick people.	10	7	5	3	0
32.	It would be fun to act in movies or TV.	10	7	5	3	0
33.	When I am ill, I see or call a doctor.	10	7	5	3	0
34.	I give time or money to my religion.	10	7	5	3	0
35.	I like to discuss things at the family dinner table.	10	7	5	3	0
36.	I like to go to art museums.	10	7	5	3	0
37.	I like to write poems.	10	7	5	3	0

		DT	MT	U	MF	DF
38.	I like to be with other people most of the time.	10	7	5	3	0
39.	When with a friend, I like to decide what we will do.	10	7	5	3	0
40.	Someday I would like to live in a big, expensive house.	10	7	5	3	0
41.	I pray about my problems.	10	7	5	3	0
42.	If I knew a family that had no food for dinner, I would help them get it.	10	7	5	3	0
43.	I like to spend holidays with my family.	10	7	5	3	0
44.	I like to see my name in print (newspapers).	10	7	5	3	0
45.	I would rather take a class in art than a class in math.	10	7	5	3	0
46.	I do not like to spend evenings alone.	10	7	5	3	0
47.	For the same pay, I would rather be a school principal than a teacher.	10	7	5	3	0
48.	I like expensive things.	10	7	5	3	0
49.	I can tell the difference between a good painting and a bad one.	10	7	5	3	0
50.	If I often had bad headaches, I would see a doctor even if aspirin seemed to help.	10	7	5	3	0
51.	I have some very close friends.	10	7	5	3	0
52.	I will have my children take music lessons.	10	7	5	3	0
53.	I believe that grace should be said before meals.	10	7	5	3	0
54.	I sometimes miss sleep to visit late with company.	10	7	5	3	0
55.	I usually sleep at least eight hours each night.	10	7	5	3	0
56.	I like to make things.	10	7	5	3	0
57.	I would like to be looked up to for my achievements.	10	7	5	3	0
58.	I would feel satisfaction from nursing a sick person back to health.	10	7	5	3	0

		DT	MT	U	MF	DF
59.	I care what my family thinks of the things I do.	10	7	5	3	0
60.	I daydream about making a lot of money.	10	7	5	3	0
61.	I like to be in charge at meetings.	10	7	5	3	0
62.	I like to come up with new ideas.	10	7	5	3	0
63.	I believe there is life after death.	10	7	5	3	0
64.	I would accept a person of another race as a neighbor.	10	7	5	3	0
65.	If I worked in TV, I would rather act than write the lines.	10	7	5	3	0
66.	I like decorating my room at home.	10	7	5	3	0
67.	I like a picnic with my family.	10	7	5	3	0
68.	As an adult, I want to earn more money than the average worker.	10	7	5	3	0
69.	I eat a balanced diet each day.	10	7	5	3	0
70.	I help other students decide which classes to take.	10	7	5	3	0
71.	I would like to be famous.	10	7	5	3	0
72.	I read religious writings often.	10	7	5	3	0
73.	If I were in the clothing business, I would like to design new styles.	10	7	5	3	0
74.	I like to go out in the evening with a group of friends.	10	7	5	3	0
75.	When I am with a group of people, I like to be the one in charge.	10	7	5	3	0
76.	I do not like to depend on others for food, clothes, and money.	10	7	5	3	0
77.	When a friend is in trouble, I feel I must help.	10	7	5	3	0
78.	I love my family.	10	7	5	3	0
79.	I eat three meals a day.	10	7	5	3	0
80.	I have some good records.	10	7	5	3	0

		DT	MT	U	MF	DF
81.	I have a friend I talk with about personal things.	10	7	5	3	0
82.	I believe that people were created to look like the creator.	10	7	5	3	0
83.	I like to buy clothes for my family.	10	7	5	3	0
84.	I like to have people recognize me wherever I go.	10	7	5	3	0
85.	I like to plan things for others.	10	7	5	3	0
86.	I do not smoke.	10	7	5	3	0
87.	I feel good when I do things that help others.	10	7	5	3	0
88.	Someday I would like to write a book.	10	7	5	3	0
89.	To work at a job with high pay, I would put up with bad living conditions.	10	7	5	3	0
90.	I belong to a club or social group.	10	7	5	3	0
91.	If I ask, my sins will be forgiven.	10	7	5	3	0
92.	I would like to have my picture in the school yearbook in more than one place.	10	7	5	3	0
93.	I often plan group activities.	10	7	5	3	0
94.	When I see a new building, I think about its beauty as much as its use.	10	7	5	3	0
95.	I respect my family.	10	7	5	3	0
96.	I like to design or make things that have not been made before.	10	7	5	3	0
97.	Some of the hobbies I would like are quite expensive.	10	7	5	3	0
98.	I like classical music.	10	7	5	3	0
99.	I do not use harmful drugs because of what they might do to my body.	10	7	5	3	0
100.	I am kind to animals.	10	7	5	3	0

SCORING YOUR VALUES PROFILE

Ten values are shown. Write the number (no.) you circled next to the number (no.) of the statement. Total the numbers in each column.

Fame

Statement No.	No. Circled
6	____
16	____
18	____
32	____
44	____
57	____
65	____
71	____
84	____
92	____
Total	____

Money

Statement No.	No. Circled
7	____
21	____
29	____
40	____
48	____
60	____
68	____
76	____
89	____
27	____
Total	____

Power

Statement No.	No. Circled
9	____
14	____
25	____
39	____
47	____
61	____
70	____
75	____
85	____
93	____
Total	____

Religion

Statement No.	No. Circled
2	____
12	____
24	____
34	____
41	____
53	____
63	____
72	____
82	____
91	____
Total	____

Humanism

Statement No.	No. Circled
5	____
13	____
17	____
31	____
42	____
58	____
64	____
77	____
87	____
100	____
Total	____

Family

Statement No.	No. Circled
8	____
11	____
27	____
35	____
43	____
59	____
67	____
78	____
83	____
95	____
Total	____

Health

Statement No.	No. Circled
1	____
19	____
26	____
33	____
50	____
55	____
69	____
79	____
86	____
99	____
Total	____

Aesthetic

Statement No.	No. Circled
3	____
15	____
28	____
36	____
49	____
52	____
66	____
80	____
94	____
98	____
Total	____

Creative

Statement No.	No. Circled
10	____
20	____
23	____
37	____
45	____
56	____
62	____
73	____
88	____
96	____
Total	____

Social

Statement No.	No. Circled
4	____
22	____
30	____
38	____
46	____
51	____
54	____
74	____
81	____
90	____
Total	____

UNIT: Career Education

CLASSIFIED AD INDEX

Your Guide to Classified Convenience

Announcements

Personal	3
Professional Announcements	4
Happy Ads	5
Lost & Found	6
Special Announcements	7
Legal Services	8

Transportation

Car Pooling	25
Airplanes	26
Autos for Sale	27
Antique Autos	28
Trucks for Sale	29
4-Wheel Drive Vehicles	30
Vans & Buses	31
Auto Accessories	32
Motorcycles	33
Vehicles for Rent	34
Boats & Motors	35
Recreational Vehicles	36
Wanted Autos	37
Farm Equipment	38
Heavy Equipment	39

Service Directory

Professional Services	41
Child Care	42
Miscellaneous Services	43
Garden & Lawn Care	44
Cleaning & Renovating	45
Home Repairs/Remodeling	46
Moving & Hauling	47
Painting & Papering	48
Appliance Repairs	49
Energy Conservation	50

Employment

Employment Preparation	65
Help Wanted	66
Part Time/Temporary	67
Salespeople	68
Clerical	69
Domestics	70
Employment Wanted	71

Financial

Business Opportunities	81
Money to Loan	82
Wanted to Borrow	83

Instruction

Correspondence Courses	91
Music & Dance Lessons	92
Private Instruction	93
Business & Vo. Tech. Schools	94

Pets and Livestock

Pets & Services	101
Pets Wanted	102
Horses	103
Livestock Poultry	104
Supplies/Feed/Services	105

Merchandise

Give Aways	110
Auctions	111
Garage, Carport Sales	112
Articles for Sale	113
Antiques	114
Bicycles	115
Building Materials	116
Business Office Equipment	117
Fruits/Groceries/Meats	118
Firewood & Fuel	119
Heaters/Air Conditioners	120
Carpet & Drapes	121
Home Appliances	122
Furniture	123
Sewing Machines, Vacuum Cleaners	124
Pianos & Organs	125
Musical Instruments	126
Television/Stereos	127
CBs Communications	128
Cameras & Supplies	129
Sportmen's Needs	130
Garden Supplies	131
Clothing	132
Jewelry/Diamonds	133
Coins, Currency& Stamps	134
Machinery Tools	135
Wanted to Buy	136
Articles for Rent	137
Articles for Trade	138

Mobile Homes

Mobile Homes for Sale	140
Mobile Homes for Rent	141
Mobile Home Lots & Parks	142

Rentals

Wanted to Rent	146
Apartments, Furnished	147
Apartments, Unfurnished	148
Office, Stores	149
Industrial Commercial	150
Miscellaneous for Rent	151
Garage, Storage Space	152
Houses, Furnished	154
Houses, Unfurnished	155
Duplexes, Furnished	157
Duplexes, Unfurnished	158
Share Accommodations	159
Rooms for Rent	160
Vacation Property for Rent	161

Real Estate

Business, Invest, Property	164
Exchange Properties	166
Farms for Sale	167
Houses, All Sections	168
Little Rock - East	169
Little Rock - Metro	170
Little Rock - Central	172
Little Rock - Heights	173
Little Rock - Northwest	174
Little Rock - West	175
Little Rock - Southwest	176
North L.R. - East	177
North L.R. - Rose City	178
North L.R. - West	179
North L.R. - Metro	180
Lots & Acreage	181
Resort Property	182
Sherwood & Sylvan Hills	183
Suburban Little Rock	184
Suburban North L.R.	185
Wanted Real Estate	186
Out of Town Real Estate	187
Jacksonville, Cabot	188
Benton, Bryant & Saline Co.	189
Maumelle	190

UNIT: Career Education

Study this Classified Ads Index. Then read the ten True-False statements. If a statement is True, write a T on the line provided. Write an F on the line provided if a statement is False.

______ 1. In this newspaper, you'll find ads for Antiques listed right after ads for Mobile Homes.

______ 2. Lost and Found ads are listed right before the Happy ads.

______ 3. The heading number for Garden Supplies is 131.

______ 4. Boat and Motor ads are listed after ads for bicycles.

______ 5. Ads for Unfurnished Duplexes are listed before ads for Furnished Homes.

______ 6. The heading number for Help Wanted ads is 66.

______ 7. 160 is the heading number for Rooms for Rent.

______ 8. Ads for Pets are listed under 105.

______ 9. Happy Ads follow the Personal ads.

______ 10. Houses for Sale ads are listed under 168.

UNIT: Career Education

Applying for the Job

Pretest

Read each statement. If true, circle **T**. If false, circle **F**.

T F 1. Going in person is always the best way to contact employers.

T F 2. When you call employers, the first thing to do is give your name.

T F 3. When you call employers, you should talk very fast so you will not waste their time.

T F 4. Application forms must always be filled out at the place of work.

T F 5. It is all right to ask employers to help you fill out their application forms.

T F 6. Application forms may ask for parents' work phone numbers.

T F 7. Some application forms ask about handicaps.

T F 8. Application forms often ask for a list of all schools attended.

T F 9. Application forms should be filled out in pencil.

T F 10. It is best to write "anything" for the kind of job you want.

T F 11. Sometimes you must write a letter of application to get an interview.

T F 12. A letter of application takes place of an application form.

T F 13. All letters of application must be typed.

T F 14. At the beginning of a letter of application, you should write how you heard about the job.

T F 15. In a letter of application, you should tell why you need a job.

T F 16. At the end of a letter of application, you should ask for an interview.

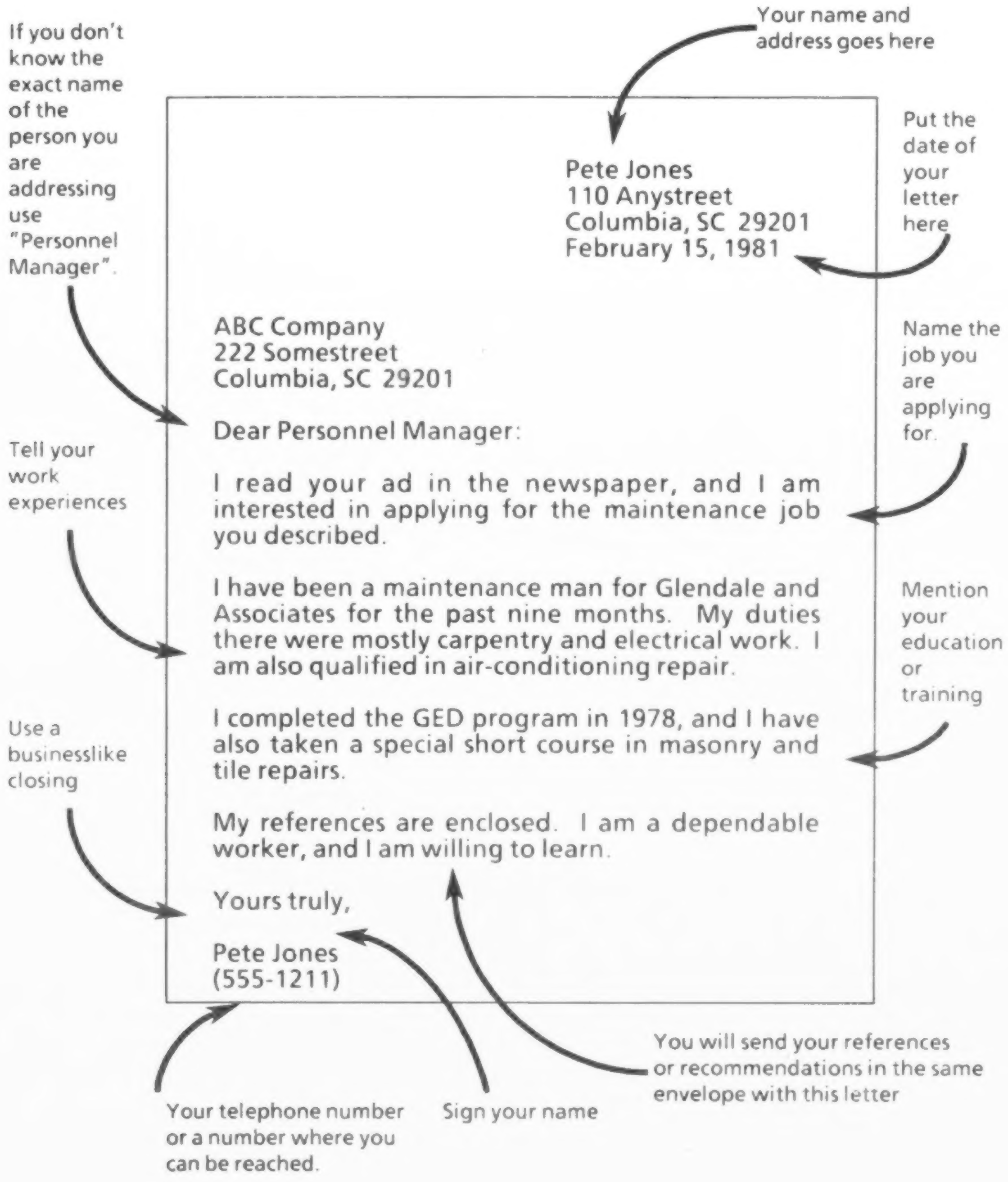
T F 17. Your signature on a letter should be printed.

T F 18. It is best to apply for lots of jobs.

T F 19. Your zip code is part of your address.

T F 20. After you write one good application letter, you may use it as a guide when writing others.

Sample Letter of Application



Pete Jones
110 Anystreet
Columbia, SC 29201
February 15, 1981

ABC Company
222 Somestreet
Columbia, SC 29201

Dear Personnel Manager:

I read your ad in the newspaper, and I am interested in applying for the maintenance job you described.

I have been a maintenance man for Glendale and Associates for the past nine months. My duties there were mostly carpentry and electrical work. I am also qualified in air-conditioning repair.

I completed the GED program in 1978, and I have also taken a special short course in masonry and tile repairs.

My references are enclosed. I am a dependable worker, and I am willing to learn.

Yours truly,

Pete Jones
(555-1211)

Your name and address goes here

Put the date of your letter here

If you don't know the exact name of the person you are addressing use "Personnel Manager".

Name the job you are applying for.

Tell your work experiences

Mention your education or training

Use a businesslike closing

You will send your references or recommendations in the same envelope with this letter

Your telephone number or a number where you can be reached.

Sign your name

Sample Resume' Guide

NAME
ADDRESS
TELEPHONE

JOB OBJECTIVE:

State type of job you would like with the company. For example: A beginning job in ________________ leading to a position in ________________.

EDUCATION:

Name of schools and years attended, degrees you hold, major subject field, special courses, awards and citations. (Space permitting, list courses which relate to the job you are seeking.)

EXTRACURRICULAR ACTIVITIES OR OUTSIDE INTERESTS:

Select and list those school and club activities, hobbies or other outside interest which have a direct or tangential bearing on your job objective.

EXPERIENCE:

List all part-time, summer, or volunteer jobs you have held. Show how this work experience (limited though it may be) has a valuable application to your present job objective and future vocational goal.

Include usable work skills you have acquired, both in and out of school: typing, operating business machines, fluency in foreign languages, and so forth.

PERSONAL DATA:

Date of birth . . . .
Height . . . .
Weight . . . .

Health . . . .
Marital status . . . .
Draft status . . . .

REFERENCES:

(This is an optional heading.) You may want to list names and addresses of several people who know you well enough to recommend you. In most instances, it is sufficient to say, "References Available."

UNIT: Career Education

Applying for the Job

Post Test

Read each statement. If true, circle **T**. If false, circle **F**.

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T F 2. A letter of application takes the place of an application form.

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T F 20. Your zip code is part of your address.

UNIT: Career Education

Interviewing for the Job

Pretest

Read each statement. If true, circle **T**. If false, circle **F**.

T F 1. It is during the interview that most employers decide whether you will be a good worker.

T F 2. Employers often ask why you think you can do the job.

T F 3. After filling out an application, you may not be called. Then it is all right to call and ask for an interview.

T F 4. You should always take a pen and a pencil to an interview.

T F 5. An employer's first impression of you is often based on how you look.

T F 6. Boys should wear suits and girls should wear dresses to all interviews.

T F 7. Tennis shoes are fine for most interviews.

T F 8. It is all right to take a friend into the interview.

T F 9. You should be 15 minutes early for most interviews.

T F 10. If you shake hands, you should not squeeze the other person's hand at all.

T F 11. If you are not asked to sit down you should stand for the interview.

T F 12. You should look the interviewer in the eye most of the time.

T F 13. If you have a purse or books, you should place them on the corner of the interviewer's desk.

T F 14. You should say why you want to work for the company.

T F 15. If you do not know an answer you should not admit it.

T F 16. When asked what kind of work you will take you should say "anything."

T F 17. If you are not offered the job, you should ask if you will be called.

T F 18. It is all right to ask the interviewer questions.

T F 19. It is a good idea to write a letter thanking the employer for the interview.

T F 20. The reason most people are not hired is poor appearance.

Supplement 10

Unit: Career Education

MY INTERVIEW WITH THE BOSS

Boss: Hello, ____________ (name). How are you today? Come in and sit down.

Me: ______________ .

Boss: What job is it you wanted to talk with me about?

Me: ______________ .

Boss: Tell me what you think a person does in the job you're applying for?

Me: ______________ .

Boss: Now, tell me something about your courses in school. What subjects do you like and do well in? Did you learn anything that would help you on the job?

Me: ______________ .

Boss: Tell me, why do you want to work for this company?

Me: ______________ .

Boss: What are your hobbies and what do you do in your spare time?

Me: ______________ .

Boss: Have you ever done any work before? Tell me something about it. Where did you work? When? What did you do? How much did you make? Why did you leave?

Me: ______________ .

Boss: I hope you like to work hard. Do you?

Me: ______________ .

Boss: Do you follow instructions well?

Me: ______________ .

Boss: How do you get along with your bosses? With people you work with?

Me: ______________ .

Boss: What hours can you work for us?

Me: ______________ .

Boss: How much do you expect to earn?

Me: ______________ .

Boss: Can you work overtime? How much? When?

Me: ______________ .

Boss: Do you have any serious injuries, sickness or physical handicaps that I should know about?

Me: ______________ .

Boss: Have you ever been arrested? If so, what did you learn from It?

Me: ______________ .

Boss: Is there anything I should know that you haven't told me?

Me: ______________ .

Boss: Do you think you could put up with me as your boss? I expect you to be here on time, work regularly, work hard, get along with your fellow workers, be honest, cheerful, do the work well and get along with customers. I don't like a chip on your shoulder, someone who won't start at the bottom, laziness, arguing, and a "I don't care attitude". Do you still want the job?

Me: ______________ .

UNIT: Career Education

The Job Interview

Most job interviews can be broken down into four basic parts:

The Welcome--the employer welcomes the applicant and begins friendly conversation to make the applicant feel at ease.

The Job Discussion--applicant and employer discuss job duties, company policies, wages, and other aspects of the job. The applicant answers the employer's questions about education, skills, and experience.

The Closing--employer and applicant bring the interview to a smooth conclusion. The applicant thanks the interviewer and reaffirms interest in the job.

The Company Tour or Job Tour--the applicant may be given a short tour of the company or department. This gives him or her a better idea of the working conditions and the people with whom he or she would work.

Do:

- Shake hands firmly.
- Introduce yourself.
- Wait to be seated until asked.
- Sit still and with good posture.
- Look the interviewer in the eye
- Listen carefully.
- Speak positively about yourself.
- Ask relevant questions.
- Show interest and enthusiasm.
- Send a follow-up letter.

Don't:

- Bring friends, relatives, or children.
- Fiddle with you hair, face, or nails.
- Speak negatively about your last job or your previous boss.
- Remain silent or talk excessively.
- Chew gum or smoke.
- Be overconfident, pushy, or aggressive.
- Hound the employer for a decision.

UNIT: Career Education

Questions in the Interview

Most interviewers ask you questions . The questions below are asked in most interviews. **Write how you will answer these questions.**

1. What job would you most like: ____________________

2. Have you done this kind of work before? ____________

   If so, where? __________ Why did you quit __________?

3. Why do you think you can do this job? ______________

   ____

4. Why do you want to work for this company? _________

   ____

5. What hours can you work? ______________________

6. How will you get to work? ______________________

7. What pay do you expect? ________________________

8. Do you prefer to work alone or with others? __________

   ____

9. Do you want a permanent or temporary job? _________

10. What questions do you want to ask? ______________

    (1) ____

    (2) ____

    (3) ____

    (4) ____

UNIT: Career Education

Interviewing for the Job

Post Test

Read each statement. If true, circle T. If false, circle F.

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T F 10. If you have a purse or books you should place them on the corner of the interviewer's desk.

T F 11. You should look the interviewer in the eye most of the time.

T F 12. It is during the interview that most employers decide whether you will be a good worker.

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T F 14. When asked what kind of work you will take, you should say "anything."

T F 15. You should say why you want to work for the company.

T F 16. If you do not know an answer, you should not admit it.

T F 17. It is all right to ask the interviewer questions.

T F 18. If you are not offered the job, you should ask if you will be called.

T F 19. It is a good idea to write a letter thanking the employer for the interview.

T F 20. You should always take a pen and pencil to an interview.

UNIT: Career Education

Your Take-Home Pay

Pretest Read each statement. If true, circle **T**. If false, circle **F**.

T F 1. Your take-home pay means your total wages.

T F 2. Almost everyone pays FICA taxes.

T F 3. FICA taxes pay Social Security contributions.

T F 4. Withholding taxes are taken from most workers' paychecks.

T F 5. Survivors benefits help the family after a worker has died.

T F 6. You cannot get back an overpayment of income tax.

T F 7. Most states do not have a state income tax.

T F 8. Deductions from your paycheck can pay for many things.

T F 9. You should never ask anyone to help you complete a tax return.

T F 10. You may ask for paycheck deductions which will buy savings bonds.

T F 11. You do not need to file a tax return if you did not earn much.

T F 12. There is usually a record of your current earnings attached to your paycheck.

T F 13. To get Social Security benefits, you must work a certain number of quarters.

T F 14. Social Security payments are not given to anyone under 20 years old.

T F 15. Everyone pays the same amount of income tax.

T F 16. Individual Income Tax Returns should be mailed by April 15.

T F 17. Health insurance payments may be deducted from your paycheck.

T F 18. An Individual Income Tax Return is for one person only.

T F 19. You must buy directions to fill out a tax return.

T F 20. You must pay someone to fill out your tax return.

UNIT: Career Education

Your Take-Home Pay

Post Test

Read each statement. If true, circle **T**. If false, circle **F**.

T F 1. Withholding taxes are taken from most workers' paychecks.

T F 2. FICA taxes pay Social Security contributions.

T F 3. Survivors benefits help the family after the worker has died.

T F 4. To get Social Security benefits you must work a certain number of quarters.

T F 5. Almost everyone pays FICA taxes.

T F 6. Social Security payments are not given to anyone under 20 years old.

T F 7. Your take-home pay means your total wages.

T F 8. There is usually a record of your current earnings attached to your paycheck.

T F 9. Deductions from your paycheck can pay for many things.

T F 10. Most states do not have a state income tax.

T F 11. Everyone pays the same amount of income tax.

T F 12. You should never ask anyone to help you complete a tax return.

T F 13. You may ask for paycheck deductions which will buy savings bonds.

T F 14. Health insurance payments may be deducted from your paycheck.

T F 15. An Individual Income Tax Return is for one person only.

T F 16. You do not need to file a tax return if you did not earn much.

T F 17. You must buy directions to fill out a tax return.

T F 18. You cannot get back an overpayment of income tax.

T F 19. You must pay someone to fill out your tax return.

T F 20. Individual Income Tax Returns should be mailed by April 15.

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